DOCUMENT RESUME

ED 252 730 CE 040 566

TITLE	Adult School for Cuban Refugees, Fort Indiantown Gap, Pennsylvania. Final Report, August 25-November 28, 1980.
INSTITUTION	Central Susquehanna Intermediate Unit 16, Lewisburg, Pa.
SPONS AGENCY	Department of Education, Washington, DC.
PUB DATE	Nov 80
CONTRACT	300-80-0713
NOTE	109p.; For a related evaluation report, see CE 040 567. A few appended pages have small or broken print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Acculturation; Adult Basic Education; Adult Education; Adult Literacy; Adult Programs; Basic Skills; *Cubans; *English (Second Language); Literacy Education; Outcomes of Education; *Program Development; Program Effectiveness; *Program Implementation; *Refugees; *Second Language Instruction
IDENTIFIERS	Pennsylvania (Fort Indiantown Gap)

ABSTRACT

The Adult School for Cuban Refugees, operated by the Central Susquehanna Intermediate Unit in 1980, supplied services to approximately 1,200 Cuban refugees in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were conducted in the World War II Army barracks at the military installation. The mostly male students, who volunteered to attend classes, had a wide range of proficiency ranging from no English to an advanced understanding. The goals for this short-term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life. Classes were conducted twice a day for three hours at a time, six days a week. Teachers used time before and after classes for additional preparation or tutoring. Students were recruited throughout the program, and a high percentage attended. Students were provided with textbooks, a dictionary, and supplies. An independent evaluator termed the program a success, since pre- and posttests showed a large gain in student English proficiency. The goal of teaching basic life skills for acculturation was also met. Teachers and students also felt that the program had been successful. Following evaluation of the project, recommendations were made for improving such programs if they are conducted again. (This report contains numerous appendixes covering facets of program operation such as planning, scheduling, student reports, attendance, service contracts for teachers, support personnel, and administrators, staff training, suggested lesson plans, use of teacher aides, and newspaper coverage.) (KC)

ED252730

Central Susquehanna Intermediate Unit

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

FINAL REPORT

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

November 1980

CE040566

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

Central Susquehanna Intermediate Unit
Post Office Box 213
Lewisburg, Pennsylvania 17837
(717) 524-4431

Board of Directors

Reynold L. Wolfe, President
George A. Turner, Secretary
Michael C. Anderson
David A. Dietrich
Joseph Goode
Kenneth A. King
Jeanne A. Miller
Jeanne L. Weber
Wanda S. Reid, Vice President
C. Herbert Zeager, Treasurer
Robert W. Bierowski
Paul L. Eveland
Aaron G. Hastie
Howard Lawrence
Suzanne V. Smith
Martha H. Zeller

Administration

Patrick F. Toole, Executive Director
Robert E. Feir, Assistant Executive Director, Superintendent of the Adult School
Donald M. Carroll, Jr., Program Director
Severino Stefanon, Program Coordinator

Central Susquehanna Intermediate Unit

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

U.S. Department of Education Contract Number 300800713
August 25-November 28, 1980

FINAL REPORT

The Adult School for Cuban Refugees was a cooperative undertaking of the United States Department of Education (USED) and the Central Susquehanna Intermediate Unit (CSIU). The opinions expressed in this report do not necessarily reflect the positions or policy of the USED, and no official endorsement by USED should be inferred. The report is solely the responsibity of the CSIU.

CSIU is an equal rights and opportunities intermediate unit.

PREFACE

John Kennedy wrote: "The contribution of immigrants can be seen in every aspect of our national life. We see it in religion, in politics, in business, in the arts, in education, even in athletics and in entertainment. There is no part of our nation that has not been touched by our immigrant background. Everywhere immigrants have enriched and strengthened the fabric of American life. As Walt Whitman said,

> These States are the amplest poem,
> Here is not merely a nation but
> a teeming Nation of nations."

The board and administration of the Central Susquehanna Intermediate Unit remembered this nation's rich and diverse heritage when the United States Department of Education approached us in August 1980 and asked that the CSIU operate the Adult School for Cuban Refugees at Fort Indiantown Gap, Pennsylvania. Acting upon the recommendation of the intermediate unit's administration, the board voted unanimously August 20 to undertake the education of adult Cuban refugees at the resettlement center 80 miles away. The board acted out of a sense of humanitarian and civic obligation, and, as the following report indicates, that decision was a good one.

Negotiations with USED began the day following the board's action, and within ten days, Army barracks had been converted into school buildings and classrooms, teaching staff had been selected and trained, curriculum development and material ordering were well underway, and testing and teaching of adult Cuban refugees had begun. The report which follows describes the history and activities of the Adult School for Cuban Refugees at Fort Indiantown Gap, Pennsylvania. It relates what was done and why, what worked and what did not, and offers evaluative data and recommendations for future programs. The report is divided into three volumes. The first includes an executive summary and the actual final report on the Adult School for Cuban Refugees, operated by the CSIU under USED contract number 300800713. It includes a variety of appendices, including Appendix P, which is bound separately and includes individual student information as required by the CSIU's contract; this appendix is presented only to the USED. The second volume is an evaluation report, prepared by James Shaner. The third volume is prepared in a format to permit easy copying and includes a variety of instructional materials developed by staff of the program.

The Adult School for Cuban Refugees worked because of the people who devoted their efforts to it — administrators, teachers, aides, secretaries, and a host of unsung support staff who worked beyond the scope of their normal jobs so that this program would be a success. This report is dedicated to all of them and to the spirit which brought the Cuban refugees to this country — the same spirit which brought so many earlier waves of immigrants and which will, no doubt, bring others in the years to come. For all of us who had the privilege to be associated with this extraordinary effort and our extraordinary colleagues, this will be remembered as a challenging, exciting, rewarding episode in our careers.

Robert E. Feir
CSIU Assistant Executive Director
Superintendent, Adult School

November 1980

EXECUTIVE SUMMARY

Cuban Refugees

With President Carter's decision to accept another group of refugees into the United States, the country immediately assumed the responsibility of providing them with food, shelter, and the necessary medical care along with recreational and educational programs for the duration of their stay at a refugee facility. The primary goal would be locating sponsors for these refugees among United States citizens and legal immigrants, thereby releasing them from these facilities.

In this case, the refugees were Cubans seeking asylum from Fidel Castro's communist regime. This report deals specifically with the Cuban population at Fort Indiantown Gap, Pennsylvania.

Initially, the Federal Emergency Management Agency (FEMA) took charge of the resettlement operation; later the State Department assumed the task. The Church World Service, the United States Catholic Conference, the International Rescue Committee, the Lutheran Immigration and Refugee Service, and the World Relief Rescue Service were the volunteer agencies that worked to find sponsors for the 19,094 Cubans at Fort Indiantown Gap.

The Cubans lived in barracks throughout several areas in the camp. They ate in mess halls and relaxed in the evenings at movies shown by Army Personnel. The American Red Cross (ARC) sponsored recreational activities and initially offered English classes. Its staff of teachers could not remain after August 15, however, due to previous commitments.

After August 15 all of the refugees' needs continued to be met with the exception of their educational needs. Steps were rapidly taken, as the United States Department of Education (USED) and the Pennsylvania Department of Education (PDE) approached various organizations requesting participation in the creation of a new educational program. The Central Susquehanna Intermediate Unit (CSIU) of Lewisburg, Pennsylvania agreed to accept the responsibility in a unanimous vote of its Board of Directors.

Project Development

Representatives of the CSIU and USED negotiated a contract August 21 and 22, 1980. Authorization was given by USED August 25 to begin operations of the Adult School for Cuban Refugees and to begin to commit funds to the project. The contract was formally signed September 9; it provided for the operation of classes through October 15, the planning date for the transfer of all remaining refugees to Fort Chaffee, Arkansas.

It was determined that one of the refugees' principal needs once leaving the camp facility would be the ability to communicate in English within American society. Keeping that point in mind and understanding that six weeks is not enough time to learn to read and write English adequately, it was decided that the basic goal of the program would be that of teaching oral English, with emphasis placed upon understanding and speaking the language.

The refugees also lacked knowledge and familiarity of American society. Therefore, part of the Adult School curriculum would be an acculturation program whereby the students would learn about American culture.

It was decided that the most efficient way of meeting all student needs would be by assigning a teacher/aide team consisting of one teacher and two aides to every 25 students.

The program director and coordinator were selected and contracted by CSIU. Faculty was recruited through newspaper advertisements throughout Pennsylvania, by requests made to English as a Second Language (ESL) schools in the Millersville area and by word of mouth. Applicants were interviewed and approved by a screening committee.

A total of 30 teachers and 61 aides were chosen along with two teacher supervisors, and they became independent contractors of the intermediate unit, to work until October 15 unless terminated at an earlier date. Four secretaries were also hired.

The assembled staff proved to be extremely competent. All teachers held teaching certificates except a few who had college teaching experience. Fifty staff members held Pennsylvania teaching certificates, and six from other states. Many aides had teaching certificates and more than half of them had college degrees. A total of 41 instructors were ESL trained, and 42 were Spanish-speaking.

Barracks to be used as classrooms were identified through the camp by area military commanders. A project headquarters was designated, which housed the administrative staff and served to store all supplies. Chairs, tables and desks were also provided by post personnel. Telephones and copy equipment were installed in the project headquarters. Also available to the program was a large Xerox unit with collating capability.

All office supplies and materials were purchased by the project coordinator after having received authorization from the CSIU director of finance or his administrative assistant.

The entire faculty was given "Unlimited Access" badges which permitted all to move freely within the living areas. Military Police were stationed along the perimeters of all Cuban housing areas and Federal Security Police patrolled within the compounds. These security measures insured the safety of all teachers and aides, and to a certain extent protected the classroom buildings.

Project Operation

A staff training program oriented the teachers and aides as to the Cuban refugee situation and the CSIU English program. They were briefed on Cuban culture, introduced to the philosophies of the Adult School and given a tour of the refugee facility. Also discussed were necessary security measures and a set of emergency procedures that might be necessary. Throughout the operation of the program, daily staff meetings were held at 7:30 a.m., at which the faculty was informed of new procedures and events.

Teachers and aides were assigned to classrooms to begin pre-testing the students. After having signed an authorization form, each interested refugee was given the *English as a Second Language Oral Assessement* (ESLOA) examination, to determine his/her previous knowledge of the English language. All were then assigned to a class of about 25 students according to four levels of proficiency, with Level I being the lowest and Level IV the highest. Teachers and aides were assigned to classrooms, and by September 4 classes had begun.

New classes were established four times to accommodate additional students, and each was preceded by a staff training session. With the onset of the final set of classes, more than 1,200 refugees had been assigned to class.

The curriculum was not strictly defined, although it was based on the fundamental need to develop introductory oral/aural communication skills in English. The teachers were free to use whatever methods they chose as long as the program's focus was maintained and a set of basic topics such as greetings and farewells, numbers, telling time, days of the week, months, seasons, clothing, foods, and basic verbs were included in instruction. Teachers also made use of acculturation lessons, incorporating topics such as cooking or shopping in a grocery store, using the telephone, seeking jobs, and understanding basic laws.

An interesting facet of the Adult School was the performance of a puppet show. A puppeteer, along with an assistant, developed a puppet show and constructed the puppets and stage. The story dealt with two Cuban refugees who found themselves confronted with American society and the need to survive within it. One spoke English and one did not; as the bilingual puppet found a job and made friends, the Spanish-speaking puppet encountered difficulties. The lesson was clear: in order to begin a successful life in the United States it would be necessary to speak and understand English.

All students were provided with textbooks: *New Horizons in English*, Book 1, 2 and 3. A copy of the *Spanish-English, English-Spanish Dictionary* published by the University of Chicago was also given to each student. Additionally, notebooks, pencils, pens, and other supplies were available at project headquarters.

Classes were conducted six days a week, Monday through Saturday. Two classes met each day: one from 8:00 a.m. to 11:00 a.m. and the other from 1:00 p.m. to 4:00 p.m. Teachers used time before and after class for additional preparation or tutoring.

Students were recruited throughout the entire operation. Attendance was voluntary and promotional activities were needed to acquaint the refugees with the program. Stories in the camp newspaper, handbills, posters, public address and mobile jeep announcements, stressed the importance and the benefits of learning English. Personal contact was, perhaps, the most effective promotional device, with a "Bring a Buddy to Class" campaign put into effect. Supervisors personally recruited students.

The attendance goal was at least 30 percent of refugees assigned to class, with at least 70 percent of those assigned actually in attendance each day. This percentage allowed for 15 percent normal absence and 15 percent for absences relating to facility administrative activities. The number of students assigned to class increased throughout the operation. The attendance goal of 70 percent was, in fact, met every day with the exception of one day when recreational activities were scheduled. When the daily attendance totals were added together, the total attendance from September 4 to October 8 was 20,780. Assuming that the average length of attendance for each student was 2 out of the 3 possible hours per class, the total number of contact hours was 41,560 (total amount of time spent in class by all students).

The teacher/aide teams functioned well. The teachers were responsible for the preparation and execution of daily lesson plans. Aides worked under the supervision of the teachers, performing duties, such as attendance, tutoring and helping with small group instruction. In many cases, one member of each group was bilingual in English and Spanish, which facilitated the explanation of certain grammatical points.

Every living area was assigned a supervisor or a head teacher. This person coordinated classroom activities within the area, observed the operation of the classes and provided assistance to teachers and aides.

The students were extremely cooperative throughout the program. Many preferred to go to two classes every day, rather than only the one to which they had been scheduled. Night classes were started for those refugees who participated in a volunteer work force during the day; these classes were well attended and used by other students to supplement their day classes.

In most instances, the classrooms were cared for by refugees serving as volunteer live-in custodians. These custodians, usually students, kept all buildings clean and safe from vandalism.

In addition to caring for the buildings, the students held themselves responsible for guarding the instructors' belongings during the class period. They took care that there were no incidents within the classroom.

There were no major problems throughout the operation of the Adult School. All minor problems were dealt with as they occurred. For example, there was an initial delay in the arrival of the textbooks and dictionaries at the onset of the program. The teachers incorporated their own materials until the needed supplies arrived.

Another minor difficulty involved the class rosters. Although all students were originally scheduled to a specific class, many preferred to attend different ones, eventually settling down with one teacher. This caused a need to purge and revise rosters according to the actual attendance of each class. This was easily done by deleting the names of students who never came to class and adding the names of those students who did.

Other minor problems involved sporadic cases of vandalism, usually broken windows; lack of electricity in various classrooms due to the fact that the sockets had previously been pulled out of the walls; the scheduling of special events which conflicted with class hours and reduced attendance; and finally, a drastic drop in the morale of the students due to the announcement of the transfer of remaining refugees to Fort Chaffee, Arkansas.

Throughout the growth of the program, a few somewhat controversial issues arose:

1. Class attendance was initially intended to be voluntary. However, one military area commander chose to make attendance mandatory, thus providing an opportunity to examine the effectiveness of compulsory vs. voluntary attendance. In those areas where attendance was voluntary, the program attendance goals were met consistently; in the area where attendance was compulsory at the beginning of the program, the same goals were rarely met.

2. Another major issue concerned Spanish speaking teachers vs. non-Spanish speaking teachers. Although non-Spanish speaking teacher/aide teams did have some communication problems the first few days, growth in student achievement was greater in these classes. However, the presence of a Spanish-speaking instructor did facilitate administrative matters.

3. Central coordination of activities vs. individual agency coordination was another point of controversy. Since there was no coordination of activities among the various agencies involved with the resettlement operation, there were conflicting schedules and events. For example, the American Red Cross recreation program was frequently in direct competition with the Adult School. It would be desirable in future refugee operations if all area commanders would coordinate all agency programs based on general policies set by the director of the refugee facility.

4. A final issue involved the safety of the staff. Based on press reports released prior to the operation of the Adult School, there was expressed concern about the safety of the staff. The Adult School administration took standard precautions in the development of emergency procedures and in cautioning the staff as to recommended personal behavior. Other than a few minor incidents, there were no safety problems between the staff and the refugees.

Media coverage of the Adult School was encouraged. There was a variety of newspaper articles concerning the English program throughout its operation. There was also some television coverage.

Evaluation

An independent program evaluator was responsible for evaluating the entire program. The final evaluation was prepared using classroom observations, teacher and student interviews, student testing, and teacher attitudinal surveys.

The results of the evaluation show that the program was successful beyond expectations. The first sets of the ESLOA pre-test showed 67 percent tested in Level I, 27 percent in Level II, 3 percent in Level III, and 3 percent in Level IV. Three hundred fifty students selected at random were re-tested five weeks later. This time, only 11 percent placed in Level I, 42 percent tested into Level II, 32 percent in Level III, and 15 percent in Level IV.

The majority of the teachers and administration also termed the Adult School a success. The students' rapid improvement over only a five-week period demonstrated the dedication of the teachers and the motivation of the students.

RECOMMENDATIONS

The following recommendations reflect the thinking of the administration of the Adult School for Cuban Refugees at Fort Indiantown Gap, Pennsylvania. They are offered in the hopes of assisting in the planning and operation of similar efforts, should they be needed, in the future. Many of the recommendations reaffirm what was done in this program and what was learned from it. Some of the recommendations reflect areas where further improvement is possible. For the most part, implementation of these recommendations will depend upon actions by the U.S. Department of Education, which was most cooperative in the operation of this program. Some of the recommendations can only be implemented by whatever agency is selected to operate similar programs in the future. The recommendations follow:

1. USED should develop an internal ongoing coordinating mechanism to work with the U.S. Department of State to assure educational input into federal decision-making relative to refugee efforts.

2. USED should have available sufficient resources to assure a quick response to emergency refugee needs, even if the initial response cannot be a maximum one. These resources should include personnel for contract negotiations, program management and development technical assistance, and initial coordination with other federal agencies involved in refugee efforts (see Recommendation 1 above). Available resources should also include access to sufficient funds to begin educational program operations quickly.

3. USED's finance operations should be reviewed in order to provide mechanisms for more rapid reimbursement of local agencies asked to take on unusually large and complex tasks, such as the education of refugees. Existing department mechanisms do not appear adequate to respond to the need of such local agencies to obtain prompt reimbursement or, if necessary, advance funding.

4. Formal education programs for both children and adults, operated by local or state education agencies, should be undertaken as quickly as possible once refugees have been assigned to resettlement centers. While the volunteer agencies at Fort Indiantown Gap, particularly the American Red Cross, undertook a yeoman volunteer education effort between May, when the Cubans arrived, and late August, when the CSIU and USED contracted for a formal education program, the formality of the latter had several advantages. These include legal and fiscal accountability, program stability, clear lines of communication and command, a more formal curriculum, and greater control over student records. Program continuity is particularly helpful for those who are undergoing major changes and stresses in their life situations, such as refugees. It is likely that the program gains detailed in the evaluation report would have been considerably greater, had the program begun in May or June rather than the last week in August.

5. The local agency selected to operate a program of this sort should have both programmatic and management expertise, experience, and capability. While program content development and implementation is always of paramount importance, a program such as this can only operate effectively with an absolute maximum of administrative expertise. In addition, the agency selected to operate such a program must be committed and able to respond promptly to unforeseen circumstances, must be willing and able to streamline it normal operating procedures, and must be attuned to rapidly evolving program needs.

6. Program planning by the agency operating the program should include initial and ongoing contacts with all other agencies involved in the refugee resettlement effort, in order to maximize program effectiveness and minimize competition for the attention of refugees or for any sense of "territoriality."

7. Administrative staff selected to work in such a program must have excellent logistics and program development skills, boundless energy, flexibility, and an ability to deal effectively with diverse publics, including military personnel, representatives of other civilian agencies, volunteer agencies, and the refugees themselves. Administrators must be willing to forego some of the standard administrative prerogatives generally associated with classroom management. This program found that effective operations depended upon initial managerial leadership in the creation of an environment in which most instructional decisions could be decentralized to individual teachers and aides.

8. Teachers and aides selected to work in such a program should be flexible and compassionate, yet insistent upon the skill development of their students. They must be sensitive to their multi-cultural task, and, if they are teaching adults, they must be sensitive to the adulthood of their students. Instructional staff must be willing to assume much of the responsibility for making on-the-spot instructional programming decisions in their own classrooms. Programs such as this are unlikely to have adequate numbers of administrators or planning time to permit effective centralization of decision-making which affects the instructional program itself. As a result, such decision-making must be decentralized to individual teachers and aides. While it is not necessary for staff members to be bilingual, and while it appears to be preferable for instruction to be in English as much as possible, it is sometimes helpful to have some staff members who

are bilingual, in order to increase initial communications among refugees and staff.

9. Administrators should undertake an early and systematic assessment of staff inservice needs and provide for meeting those needs as expeditiously as possible. Even the highest quality staff assembled for such a program is likely to need some assistance in meeting program goals.

10. If the formal education program can be developed and implemented early enough in a refugee effort, the chances will be increased for greater development of English language proficiency which should lead to greater emphasis upon vocational preparation and other acculturation skills.

11. Lines of communication among all concerned — program administrators, program instructional staff, federal and state agency personnel, volunteer agency personnel, resettlement center administrators (both military and civilian), the news media, and the refugees themselves — is crucial to program success.

THE CONTEXT — CUBAN-HAITIAN RESETTLEMENT OPERATION

In a May 6, 1980 declaration, President Jimmy Carter announced that the United States would take in Cuban refugees with "open hearts and open arms." Thus began the most recent exodus of Cuban refugees to the United States. Fort Indiantown Gap, Pennsylvania was the third of various resettlement camps, following Eglin Air Force Base, Florida and Fort Chaffee, Arkansas. Later, Fort McCoy, Wisconsin was used as well.

FEMA Involvement

At the request of Florida Governor Robert Graham, President Carter appointed the Federal Emergency Management Agency (FEMA) to coordinate the entire operation (this job was later turned over to the State Department). The mission was to find sponsors for the refugees, while providing them with food, shelter and medical care.

There were four basic steps in the resettlement operation; reception, processing, holding and resettling.

Reception

The first step at Fort Indiantown Gap — reception — began when the Cubans were met at the Harrisburg International Airport. Security personnel were present to direct, assist and protect the refugees. On standby were medical personnel and ambulances to provide care for any immediate needs. The refugees were taken to Fort Indiantown Gap by bus, and greeted by an interpreter, who oriented them to the processes they were about to encounter. American Red Cross (ARC) representatives gave each a kit containing various toiletry items and sundries, essential clothing, and bed linens.

Processing

After the initial reception, the refugees were questioned by interpreters about their personal histories, education and work experience, thus beginning their first file with the Immigration and Naturalization Service (INS). They were fingerprinted, photographed and given identification and meal cards. They also received an extensive health check by the Public Health Service and were treated if necessary. Later, they were questioned again by the INS and by the Federal Bureau of Investigation (FBI). The final processing step, which did not occur until the refugees left the camp to enter society, was the issuance of I-94 forms, and identification cards showing the persons to be legal aliens.

Holding

During the entire operations, health care, recreation, educational and religious activities were provided for the refugees. Security measures were continuously maintained.

Resettlement

The resettlement step was the actual search for sponsors for the Cuban refugees by the volunteer agencies present at Fort Indiantown Gap: Church World Service, United States Catholic Conference, International Rescue Committee, Lutheran Immigration and Refugee Services, and World Relief Rescue Service.

Initially, it was relatively easy to find sponsors among the families and friends of the aliens housed at Fort Indiantown Gap. As time went on, however, the process became more difficult, as sponsors had to be found among unrelated American citizens.

Throughout the summer, medical care and mental health care continued to be available. There was a health clinic in every area and a mental health clinic on base. There was also an emergency room to deal with such cases or to forward them to the Hershey Medical Center and other area hospitals.

Camp Activities

The Red Cross conducted recreational activities and provided sports equipment, and sponsored rock concerts, magicians, talent shows, karate performances, and dog shows for entertainment. The Red Cross also began English classes, taught by a group of nuns. In August, however, the Central Susquehanna Intermediate Unit assumed all adult education responsibilities and developed a federally funded program which expanded the English classes and provided instruction to a greater number of students.

The Cubans received news from the "outside" through the bilingual camp newspaper, "La Libertad," and from a Spanish newspaper, "El Diario-La Prensa." They also were permitted to have television and radios. A camp radio station was operated in two of the living areas.

Camp Population

As all of the above mentioned activities continued, the Cuban population diminished. Of the 19,094 original entrants, 12,638 remained by the end of June; 5,556 by the end of July; 3,675 by the end of August and 2,909 by the end of September. Obviously, those people remaining for the last two months were the "hard-to-place" refugees — mostly single adults with no friends or relatives in the United States. With the exception of the unaccompanied minors, those aliens placed in detention or detained for health reasons, and about 150 to 200 who waited to be picked up by newly found sponsors, this group was sent to Fort Chaffee, to be consolidated with the rest of the Cuban refugees. By October 15, the remaining refugees were sponsored or placed in institutions throughout the United States.

BACKGROUND — THE AMERICAN RED CROSS EDUCATION PROGRAM

As mentioned previously, the American Red Cross (ARC) originally assumed responsibility for the education of the Cuban refugees. At first, this organization provided educational services as part of its recreation program. Later, an education program was established and an education director, Dr. Walter Satneck, assigned.

Faculty

Classrooms were assigned in each area housing Cubans, and teachers were appointed. Initially, the ARC had some trouble keeping its faculty established, as it consisted of volunteers. June 25 marked the arrival of a group of nuns who were determined to teach the refugees English. Along with a few civilian volunteers, they handled all classes until August 15 when they were compelled to return to their own schools and classrooms.

Materials

The ARC developed a series of booklets that were used in its classes. A 36-page "English Lesson Book" included 16 English/Spanish lessons, a 100 word spelling list, and guide sentences in the past, present, future and conditional tenses, and several pages of illustrations. An "American Civilization" booklet also was published and used in more advanced English classes. Also used was a series of English lessons which had been published in the camp newspaper, "La Libertad."

End of Red Cross Involvement

As previously mentioned, the nuns could not continue their work throughout the autumn. Another education agency was asked to assume the responsibilities of teaching English to the Cubans, but its Board of Directors decided not to participate in the program. At that point, the Central Susquehanna Intermediate Unit (CSIU) in Lewisburg was contacted and agreed to step in and take control of the education program.

CSIU Program

The new Adult School for Cuban Refugees was operated by the Central Susquehanna Intermediate Unit (CSIU) under a contract with the United States Department of Education (contract number 300800713). The CSIU Board of Directors approved participation in the program as a civic and humanitarian duty to help the Cuban refugees.

The grant provided for instruction in oral English and in acculturation to American society. Class size was planned for an average of 25 students, with a range of 10 to 35 students, depending upon the area in which the class was located. Each class was taught by a teacher and two aides. Classes met for three hours in the morning and for three hours in the afternoon. A few classes met in the evening for those refugees who had volunteered for camp work details.

Heads of households and individual adults were given priority for assignment to class. The Adult School did not enroll children, the education of whom was the responsibility of another program, operated by the University of Miami.

In the planning phase, planning worksheets were drawn up for the weeks of August 22-29 and September 1-6, enumerating everything that had to be done in order that the school be established and run smoothly. In addition, a work schedule was developed showing the rate at which faculty was to be hired and classes begun. (See Appendices A-1, A-2, A-3 for copies of those forms.)

THEORY OF INSTRUCTION: CSIU ADULT SCHOOL

Taking a comprehensive view of the education of the refugees helped put into perspective the job of the Adult School. There were various considerations to keep in mind.

1) Learning any language, that is, to read, speak and write it, can never be a short-term effort. It requires years of study and practice to completely master a foreign language.

2) There are many English as a Second Language (ESL) programs throughout the United States. They are offered by school districts, community colleges, neighborhood community centers and churches. Tutoring is also available from a variety of sources.

3) Infants learn a language by listening and imitating the people around them. All humans have learned their native language in a sequence that involves listening and speaking and later, reading and writing.

After considering these three ideas, it became clear that in six weeks, the mission of the CSIU Adult School had to be that of teaching the refugees the basics of communicating in oral English, of understanding and speaking. There would be many opportunities after the refugees were sponsored out into society for them to learn how to read and write English. But, their amount of time inside the refugee facility did not permit such extensive teaching of the language.

The obligation, therefore, was to provide an ESL program with emphasis on speaking and listening. Also, each student was provided some acculturation or life skills education. Finally, one of the goals was to acquaint each student with the opportunities for learning more English, in adult education centers, upon leaving the camp.

LOGISTICS

Initial Contracting Procedures

On Monday, August 18, the CSIU executive director received a request from the staff of the Pennsylvania Department of Education (PDE) and the United States Department of Education (USED) to consider serving as the local education agency to operate the Adult School for Cuban Refugees at Fort Indiantown Gap.

Because of the unusual and sensitive nature of the request, the emergency nature of the situation, and the unfortunate publicity surrounding a violent incident at that facility less than two weeks earlier, the CSIU administration decided to seek the counsel of its board of directors. In the interim, CSIU Assistant Executive Director Robert E. Feir (who later became the superintendent of the school) began preparing a proposal to be submitted on behalf of the CSIU for operation of the program. When the proposal was presented to the board of directors at its meeting Wednesday, August 20, the board, under the leadership of its president, Reynold L. Wolfe, unanimously voted to authorize CSIU staff to enter into a contract with the USED to operate the program. The assistant executive director telephoned the USED's contracts officer at his home in Washington that evening and arranged for a preliminary contract negotiation session in Harrisburg the following morning.

Preliminary negotiations were conducted on Thursday, August 21 and successfully concluded Friday, August 22. Later that day, the CSIU agreed to contract the services of Donald M. Carroll, Jr. to be program director and Severino Stefanon to be program coordinator, who met with the CSIU assistant executive director and Director of Finance J. Christopher Kerwin and visited Fort Indiantown Gap for a meeting with staff of the federal Task Force operating the refugee effort there. The program director and program coordinator also met with officials at the installation Saturday and Sunday, August 23 and 24. It should be mentioned that U.S. State Department officials at Fort Indiantown Gap willingly involved themselves with the coordination of this new education program with the military and civilian operations at the facility.

On Monday, August 25, USED authorized a contractual relationship with the CSIU and authorized the intermediate unit to commit funds.

It took only four days from the time the first contact was made by Washington with the CSIU until initial contract negotiations were concluded, and from that point it took only an additional week until staff training took place and one day beyond that until the delivery of services was begun. The program was fully operational 10 days after authorization was received from the federal government to begin program operations. During this time, it was necessary to advertise the availability of positions, hire and train staff, develop program materials, obtain necessary materials, supplies, and equipent, obtain, clean, and equip buildings, and institute a variety of management procedures for the efficient operation of the program.

John Christopher, chief of the Division of Adult and Continuing Education and Training Programs of the Pennsylvania Department of Education, was instrumental in developing this linkage between the CSIU and USED. He participated in the negotiation sessions and helped to make initial arrangements at Fort Indiantown Gap. In addition, the PDE provided guidance and assistance in locating resources and in some on-site monitoring of the program.

Ongoing Federal Contacts

Following the completion of contract negotiations on August 22, the Central Susquehanna Intermediate Unit and the U.S. Department of Education maintained formal written contacts and informal personal and telephone contacts. Both contributed to relatively smooth program operations.

Formal written communications consisted primarily of a telegram from USED to the CSIU August 25 approving the intermediate unit's proposal to operate the program and assigning a contract number, an authorized spending level and an immediate start date. Operating on the assumption that a contract would be issued, and fully understanding the importance of maximum organizational planning in very limited time, the program superintendent, director, and coordinator, and the CSIU director of finance actually began work on Friday afternoon, August 22. (Work performed between August 22 and August 25 was not charged to the project.) Other formal written communications included vouchers submitted by the CSIU every two weeks and two requests for contract amendments — dated September 8, to account for some changes which due to the realities of operating classes at Fort Indiantown Gap, and October 14, to

request a no-cost one-month extension of the contract in order to permit more detailed reporting and dissemination of project results. Both were subsequently approved.

Less formal contact consisted primarily of visits to Washington and telephone calls to staff in USED. These were designed primarily to keep the project officer, Ronald Tarlaian, and the field operations director of USED's Adult Education Division, Donald Snodgrass, informed of program progress and problems, as well as the situation at Fort Indiantown Gap. Informal communications of this sort were initiated either by the CSIU or USED every few days, and as a result, all concerned were informed of current developments. This helped to increase everyone's understanding of both successes and constraints. CSIU staff met with USED staff in Washington on September 9, September 15, and October 21, and met once more to discuss this final report, program documentation, and recommendations for future efforts of this nature.

CSIU Operational Procedures

In an effort to balance the need for rapid response to assure efficient program operation during the very short duration of this project with the need for maximum accountability, the CSIU devised a "Management Manual" (published August 25) to guide project staff (See Appendix B). This manual was an adaptation of existing policies and procedures of the intermediate unit. To the maximum degree possible, administrative operations were handled through telephone communications between Fort Indiantown Gap and the intermediate unit office in Lewisburg. When staff needed to purchase materials or supplies, they telephoned the intermediate unit director of finance or his administrative assistant to obtain authorization and a purchase order number, which allowed them to initiate orders with vendors over the telephone.

Similarly, procedures were implemented to guarantee that program staff would be paid promptly. The staff were independent contractors of the intermediate unit, rather than employees, and contractors are ordinarily paid monthly by the CSIU. However, it was decided that it would be important to pay staff each week, particularly since some staff members, many of whom did not live in the immediate vicinity of Fort Indiantown Gap, had considerable living expenses while working there. It was also decided that it would be most advantageous to pay staff members every Monday afternoon, in part as an inducement to return to work each Monday. The program coordinator was responsible for maintaining time sheets on contractors and consolidating them into weekly time reports, which were submitted to the program director and superintendent for their signatures. Each Monday, a staff member of the CSIU picked up these time reports at Fort Indiantown Gap and delivered paychecks to be distributed that afternoon.

Most communications between the CSIU and staff at Fort Indiantown Gap were telephone communications, and meetings were held at Fort Indiantown Gap at least once each week.

The CSIU saw to it that staff members were paid every week — on time — and that other service providers and vendors were paid in a timely fashion, since the CSIU had insisted upon extremely prompt delivery of services and materials. This was done despite the fact that there were considerable delays in the processing of the first payment from the federal government to the CSIU — which was received in early October, even though the program had been in operation since August 25. In retrospect, this insistence upon payment for services at the time they were rendered was extremely important in assuring program success.

Project Headquarters

A headquarters building was assigned and made available on the first day of operation. It was very close to Task Force headquarters, which facilitated communications with the staff there. This building housed the administrative staff — project director, project coordinator, three secretaries, three supervisor/trainers, one teacher assigned to curriculum development and one teacher assigned a teacher support role. One room in the building served as a supply room. Copying equipment was located in project headquarters. All student records were maintained in three file cabinets in the room.

Draw of Buildings, Chairs, etc.

Initial planning for the use of buildings for classrooms and the necessary furniture began during the three day informal orientation before actual work began at the Gap. Area military commanders identified available buildings for approval by the project staff. Task Force personnel aranged for initial requests to post authorities for the buildings. With outstanding cooperation from everyone, buildings were signed out within a couple of days. Later, as more buildings

became necessary or as it became necessary to move from one building to another, both military and post civilian personnel moved quickly. There were no delays in acquiring classrooms.

It was disruptive to the teaching program in several instances when classes were moved from one building to another: attendance dropped off significantly, and a two or three day period was required to build it up again.

Chairs were drawn without delay from the post. In some instances, mess halls were used, with picnic-style tables serving for classroom purposes.

Buildings were in need of security, with many doors and windows being broken or missing. The program provided hasps and locks, many of which were subsequently removed in the night. It was found that the best security was to permit one or two of the refugee students to live in the classroom building. They assumed responsibility for the buildings and provided an excellent security system, in return for a private place to sleep.

Telephones

Telephones were provided through initial requisition by Task Force personnel. Two U.S. government commercial lines, with unlimited access, were installed. Two post lines, good only for use on post, were also installed. Offices were established formally on Monday, August 25; commercial lines were available Wednesday, post lines in about seven days. Telephone service was excellent.

Copy Equipment

Copying equiment was provided through four sources. Two small machines (Xerox 2600) were installed in project headquarters, one on direct contract between CSIU and Xerox (due to the slowness in getting a machine through normal post sources) and, eventually, a second through the post channels. It was fortunate that two machines were installed, due to the heavy workload before and after classes, when the teachers would prepare materials.

The third machine was available at Task Force headquarters and was a large Xerox unit with collating capability. The unlimited access to this machine enabled staff to copy each evening the class items requested by teachers for use the next day. The support from the Computer/Copier section of the Task Force was outstanding. The two Xerox 2600s in Project headquarters would never have met the project's requirements alone.

Finally, large copying orders without immediate deadlines were handled by CSIU personnel using the intermediate unit's equipment in Lewisburg.

Acquisition of Office and Classroom Supplies

Purchasing was handled by one person on the project staff; orders were all placed by phone, with routine office and classroom supplies being purchased on an as-needed basis through a supplier already registered with CSIU. Special purchases, such as textbooks, were ordered insofar as possible direct from manufacturers, to assure lowest prices and prompt deliveries. In all instances, as mentioned, CSIU business office provided authorization and a purchase order number which was furnished to the supplier at time of order, so that invoices would reflect the PO number.

In addition, the project coordinator, who handled all ordering, processed a requisition for each order, forwarding the requisition to the CSIU and informing the business office when materials were received.

Initially, no record was kept at project headquarters, all purchasing data being sent to CSIU as soon as an order was filled, in the interest of not maintaining a duplicate set of records. Two weeks into the project, a purchase order file was set up at project headquarters to create an additional "check" in the system, and thereafter there seemed to be a tighter control of the purchasing function.

Security Passes

Two significant decisions by Task Force headquarters proved to be most useful to the project, one, to provide the entire staff and faculty with the green "unlimited access" badges, giving everyone involved access to all areas of the post, affording program managers maximum flexibility in assignment of staff and faculty; and two, granting permission to let the faculty keep badges full-time, in lieu of the earlier plan to permit teachers to wear badges only during duty hours.

Student Records

Student records were developed. They included a permission form in English and Spanish to authorize testing; initial test results; for some, follow-up test results; for most, teacher assessment of student progress; and for all, a certificate of attendance.

Students sponsored out were each given a complete record of his or her files. For students transferred to Fort Chaffee, the certificate of attendance was presented to the student, and the balance of his or her records jacket was sent to Fort Chaffee. A copy of every student file was sent to the CSIU for its files.

For students who were sponsored out before record files were completed, files were subsequently mailed to the students, using addresses of sponsors, provided by the Task Force.

Generation of student records proved to be a difficult and time-consuming effort. Delay in development of class rosters and in getting sufficient supply of usable records jackets resulted in a complete set of files not being available until the sixth week of the operation. (See Appendices C-1, C-2, C-3, C-4 for items inside jacket.)

Copies of student records will be made available by the CSIU upon request by USED or a local education agency in which a student of the program is currently enrolled.

RECRUITMENT AND PREPARATION OF FACULTY

Recruitment of Faculty

Faculty was recruited through advertisements in newspapers in Harrisburg, Pittsburgh, Philadelphia, Lancaster and the mid-state area surrounding Lewisburg; a request to English as a Second Languate (ESL) schools in the Millersville, Pennsylvania area; and word-of-mouth in the Harrisburg area and at Indiantown Gap.

Applicants were interviewed at Indiantown Gap during the course of four days, and a screening committee made an initial selection on Thursday night, August 28 for a training session the next day. This process was followed for three more training sessions. A total of 30 teachers and 61 aides were selected through this process. Later, five teachers and three aides were selected for special assignments, including night classes. Applications from about 130 prospective teachers and aides not hired initially remained on file.

Those applicants screened and approved then served as independent contractors of the Central Susquehanna Intermediate Unit. This contract was to last for 36 school days, until October 15, 1980, unless the CSIU found a reason to cancel it sooner. A copy of the contract and contract position description for all personnel can be seen in Appendices D-1 through D-7.

A well-qualified staff of 104 persons was assembled, one which proved also to be very competent. Excluding four secretaries, the following statistics give an indication of the type of staff and faculty recruited:

1. Male: 33; Female: 67
2. 50 Pennsylvania teaching certificates; 6 other state certificates
3. 4 doctorates; 22 master's; 55 bachelor's degrees
4. ESL-trained; 42 Spanish-speaking

Every teacher held a public school teaching certificate, with the exception of several who had college teaching experience. Many aides had teaching certificates and more than half had college degrees. (See Appendix E for Priority for Hiring Teachers and Aides.)

Preparation of Faculty

A staff training program was arranged to orient and prepare the faculty for their teaching experience. They were briefed on Cuban culture, introduced to the philosophies of the Adult School and its methods, and given a tour of the refugee facility. In addition, they were advised of emergency procedures and informed as to the security personnel present at Fort Indiantown Gap. (See Appendices F and G for a detailed schedule of the training proram and of the emergency procedures.)

Communications between the administration and faculty were continual throughout the program. There were daily 7:30 a.m. staff meetings, in which any problems, new procedures, oncoming activities, etc., were discussed. A teacher supervisor was assigned to each area, and they were available daily to resolve any problems or coordinate classroom activities within the areas. A publication was distributed periodically by the program director to keep the faculty better informed.

At the conclusion of the program, the teachers and staff were presented with certificates of appreciation. (See Appendix H for a copy of the certificate.)

CURRICULUM

The instructional program at Fort Indiantown Gap concentrated on developing those speaking and listening skills that the refugee would need upon leaving the processing center and entering the community. Programs in the community would concentrate on a fuller development of all English language skills at a later date.

CSIU Adult School Goals

The educational goals of the CSIU Adult School were to provide an ESL program with an emphasis on speaking and listening, to provide a basic acculturation program preparing students for the American society, and finally, to acquaint each student with the opportunities for learning more about English in adult education centers, upon leaving the camp.

Basic Lesson Content

While the teachers were free to use methods with which they felt most comfortable, the initial content of the program included:

1. English sound system
2. Cognates; using cognates in simple phrases
3. Useful questions; asking questions with *how, how much, how many, where, why, what, who, when*
4. Greetings and farewells
5. Numbers; cardinal and ordinal numbers
6. Colors
7. Telling time
8. Time and weather, days of the week, months, seasons, years
9. Clothing; verbs *wear, put on, take off,* etc.
10. Parts of the house; verbs *live, wash, take a bath, sleep,* etc.
11. Parts of the body; verbs *see, hear, touch, taste, smell,* etc.
12. Foods; verbs *have, eat, drink, like,* etc.; *breakfast, lunch, dinner*
13. The street; things in a street like *corner, sidewalk, curb, buildings, stores,* etc.
14. Using prepositions; *in-out, before-after, under-over, near-far, behind-in front of, on, by,* etc.
15. Verbs; 66 of the most common actions
16. Basic vocabulary (English-Spanish), to be used as reference
17. Additional vocabulary related to *employment, street signs, coin operated machines, newspapers, using the telephone,* etc.

(See Appendix I for some suggested lesson plans from the ESLOA test booklet and Appendix J for some sample lesson plans actually developed and put to use by program staff.)

Materials

Textbooks were provided for each student upon request of the teacher. *New Horizons in English,* Books, 1, 2, and 3, Addison-Wesley Publishing Company, were used as basic texts.

Each student received a *Spanish-English, English-Spanish Dictionary* published by the University of Chicago and notebooks and pencils.

All pencils, pens, markers, notebooks, construction paper, etc. was supplied by the Adult School.

Bell of Pennsylvania supplied the program with kits containing telephones, instructional booklets and visual aids. These materials were designed to familiarize the students with telephone procedures and vocabulary common in the United States.

All instruction was supplemented by a variety of teacher-made and teacher-owned material. The Computer/Copies section of Task Force headquarters was used daily for the duplication of teacher materials.

Acculturation Program

The acculturation program was designed to familiarize Cubans with the way of life in the United States. It involved learning about concepts and words related to cooking or buying products at the grocery store, for example. (See Appendix J, Lesson Plan C, 8:40 to 9:00.)

Puppet Show

A puppeteer was hired. He developed a play and constructed a stage and puppets to peform it. The theme of the story dealt with the need to have a workable knowledge of English to survive in American society. The puppet show depicted two Cubans leaving the refugee facility; they found themselves confronted with the need to find a job and various other problems. As the story developed, they discovered what they needed to know in order to function within American society. The puppet show, as a whole, exemplified the purpose of the acculturation program.

Oral History Project

In order to become more familiar with the lives and backgrounds of the Cuban refugees, an oral questionnaire was directed at 42 students. These individual interviews were taped, documented and summarized. Each person was questioned about his experiences in Cuba, regarding jobs, home life, church, school, prisons, public information and Communism.

Teacher In-Service

An in-service session was arranged for the teaches to discuss the topic "Articulation of Sounds in the English Language." Three speech therapists of the CSIU developed and presented the workshop. Teachers learned of methods that might be used to improve the students' pronunciation of English. The same session later was given to the aides.

Daily Schedule

Classes were held six days a week from 8 a.m. to 11 a.m. and from 1 p.m. to 4 p.m. The general daily schedule was:
7:30-8:00 a.m. — preparation
8:00-11:00 a.m. — class in progress
11:00-11:30 a.m. — administration
11:30 a.m.-12:30 p.m. — lunch
12:30-1:00 p.m. — preparation
1:00-4:00 p.m. — class in progress
4:00-4:30 p.m. — administration
4:45-5:30 p.m. — staff conference

Class Schedule

Within the general schedule, a typical class schedule included:
Review of previous material — large group
Introduction of new material — large group
Conversation practice — small group
Review of new material — large group
Summary — large group
Teachers adapted to suit their teaching styles and the need of the learners.

RECRUITMENT OF STUDENTS

Because attendance at the Adult School was voluntary, several promotional activities were used to acquaint prospective students with the program and to encourage attendance.

Articles in the Camp Newspaper

Education staff prepared articles for publication in the camp newspaper, *La Libertad,* that explained the benefits of learning English and answered questions about the program. This newspaper was published in both English and Spanish.

Handbills and Posters

Handbills were duplicated in quantity and distributed in mess halls and posted throughout the refugee living areas. Posters were made and displayed on or near classrooms. The purpose of these materials was to stress the importance of learning English. A copy of one handbill is included as Appendix K.

Public Address Announcements

In each living area, a public address system was used to communicate with the refugees. Education staff prepared Spanish language announcements promoting the educational program. These announcements were read at regular intervals throughout the day.

Mobile Announcements

A jeep equipped with a public address system was made available to the Adult School. Announcements were made from the jeep as it was driven through the refugee living areas. Eventually, messages were taped and the jeep was used to present the taped announcements.

Personal Contact

The most effective promotional device was personal contact. Teachers asked students to "bring a buddy" to class. Aides walked through the area enlisting students. A supervisor personally recruited students from the Cuban boxing team and went to the barracks to recruit senior citizens.

PRETESTING AND ASSIGNMENT OF STUDENTS

Since some refugees had previous knowledge of the English language, whether it had been acquired in Cuba or in the American Red Cross program, it was necessary to screen them for English proficiency.

ESLOA

The English as a Second Language Oral Assessment test (ESLOA) was given to the students, to detemine their knowledge of the English language. This gave the insructors a chance to meet and talk with the Cubans. Each student had to sign a Spanish-English authorization form in order to be given this test. This form was filed with the other student records.

Test results were used to separate students into four different levels, with Level 1 being the lowest and Level 4 the highest. The students were then enrolled and assigned to a classroom, with those of the same level being placed in the same class.

Teacher/aide teams were assigned to classrooms and to the level of English they would teach. Staff assignments to levels were made at random.

Reassignment

Students were reassigned as their level of English progressed to one higher than the class they were attending. In these cases, the instructors consulted with the supervisor who would assess the students' English and reschedule them accordingly.

Other Tests

Structure-Tests — English Language (STEL) was given to students who had some understanding of oral English. This test gave a more precise measure of ability in English and was useful in establishing an accurate record of English proficiency.

The *Interest Questionnaire About Your Future Life in the United States* also was given to most students. This questionnaire, written in Spanish, was intended to help those who would be working with the students after they left the camp. The questionnaire obtained information about community resources, consumer economics, government and law, health and safety, and occupational knowledge. Unfortunately most students answered all questions "yes," thereby reducing the value of the questionnaire for determining topics of most interest.

STUDENT DEMOGRAPHIC INFORMATION

Student demographic data were collected in three different forms: population, assignment to class, and attendance.

Population

Each day the area commanders (U.S. Army) determined the number of refugees living in each area This was done by an actual count, barracks by barracks. The data were checked by master computer printouts and number of meals served. The error rate in these counts was estimated to be less than 5 percent. The Adult School included these counts in the daily report and the graphic summary. The goal of the Adult School was to have 33 percent of the refugees assigned to a class.

Assignment to Class

Students were assigned to class if they met three tests:

1) Screened and placed according to proficiency in oral English using the *English as a Second Language Oral Assessment Test* (ESLOA).
2) Attended two consecutive classes.
3) Attended class regularly once assigned officially. Two consecutive unexcused absences caused a student to be removed from a class roster. Sponsor interviews and health examinations were the most common reasons for excused absences. Rosters were purged regularly to eliminate those who did not attend.

Attendance

Attendance was taken for each class using the assignment roster. Attendance for the morning class was taken at 9:30 a.m. and for the afternoon at 2:30 p.m. Attendance was the actual head count of those present. In some cases, students attended two sessions and were counted twice so that an accurate record of contact hours was maintained.

Attendance fluctuated according to activities in the refugee facility and the weather. On September 6, for example, a Cuban Festival caused the cancellation of some classes.

The attendance goal was 70 percent of those assigned to class. This percentage was arrived at by allowing for 15 percent normal absence and 15 percent for absences relating to facility administrative activities such as sponsor interviews, health examinations and work details.

ANALYSIS

Population

The population declined gradually until the relocation to Fort Chaffee that began on October 4, 1980.

Assignment to Class

Students were assigned to class on a gradually increasing basis once ESLOA testing began. Classes started on September 4, 1980, and by September 10, more than 1,100 had been assigned to class, exceeding the 1,000 required by the contract between CSIU and USED. After September 10, those assigned to class exceeded the goal of one out of three except for five days. During those five days, students were, for some reason, sponsored at a higher rate than usual.

Attendance

The attendance goal of 70 percent of those assigned was met every day from September 10, 1980 until the end of the project with the exception of one day, September 20. On September 20, a number of recreational activities were scheduled at the same time classes were scheduled, and students opted to participate in the recreational activities.

Contact hours of instruction are defined as the total amount of time spent in class by all students from September 4, 1980 through October 8, 1980.

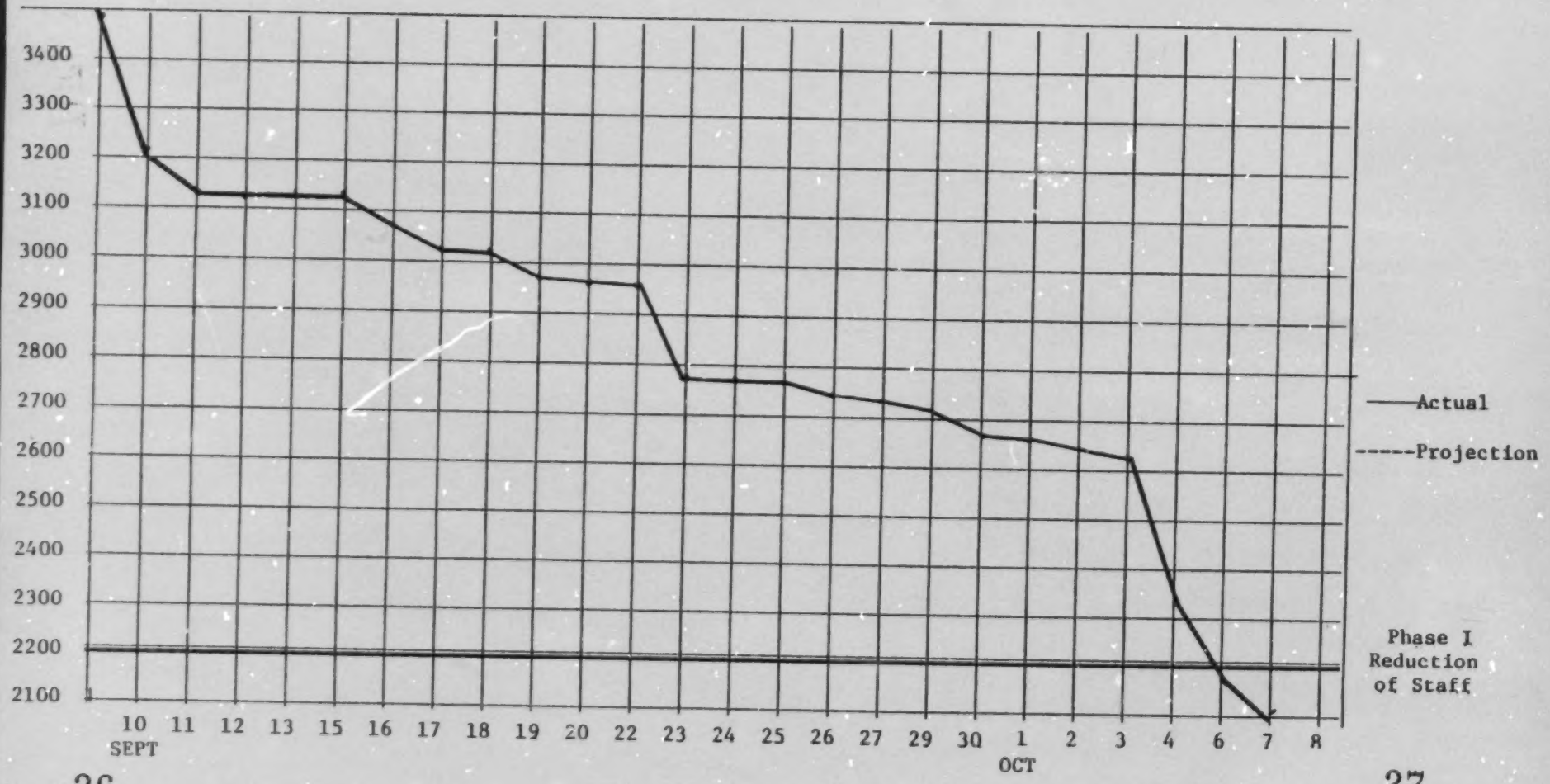
Total attendance for the period cited above was 20,780. Class periods were three hours in length. On average, each student was actually in class for two hours per session. Total contact hours of instruction was estimated to be 41,560 hours.

GRAPHS

Following are three graphic depictions of camp population, assignment to class, and attendance.

25 BEST COPY

SUMMARY OF POPULATION



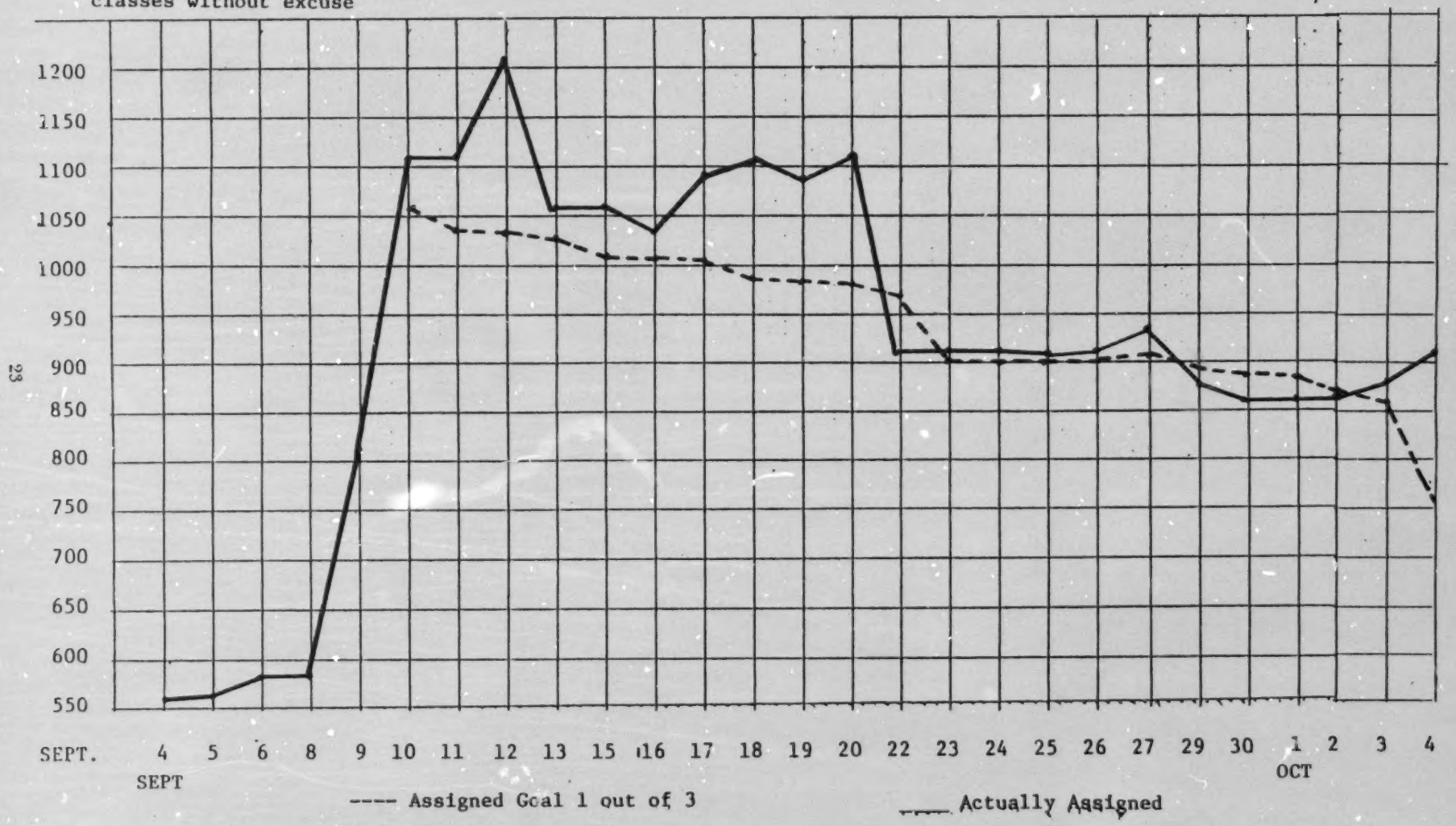
BEST COPY

Assigned means:

1. Administered screening test
2. Placed on roster after attending two classes
3. Not absent for two consecutive classes without excuse

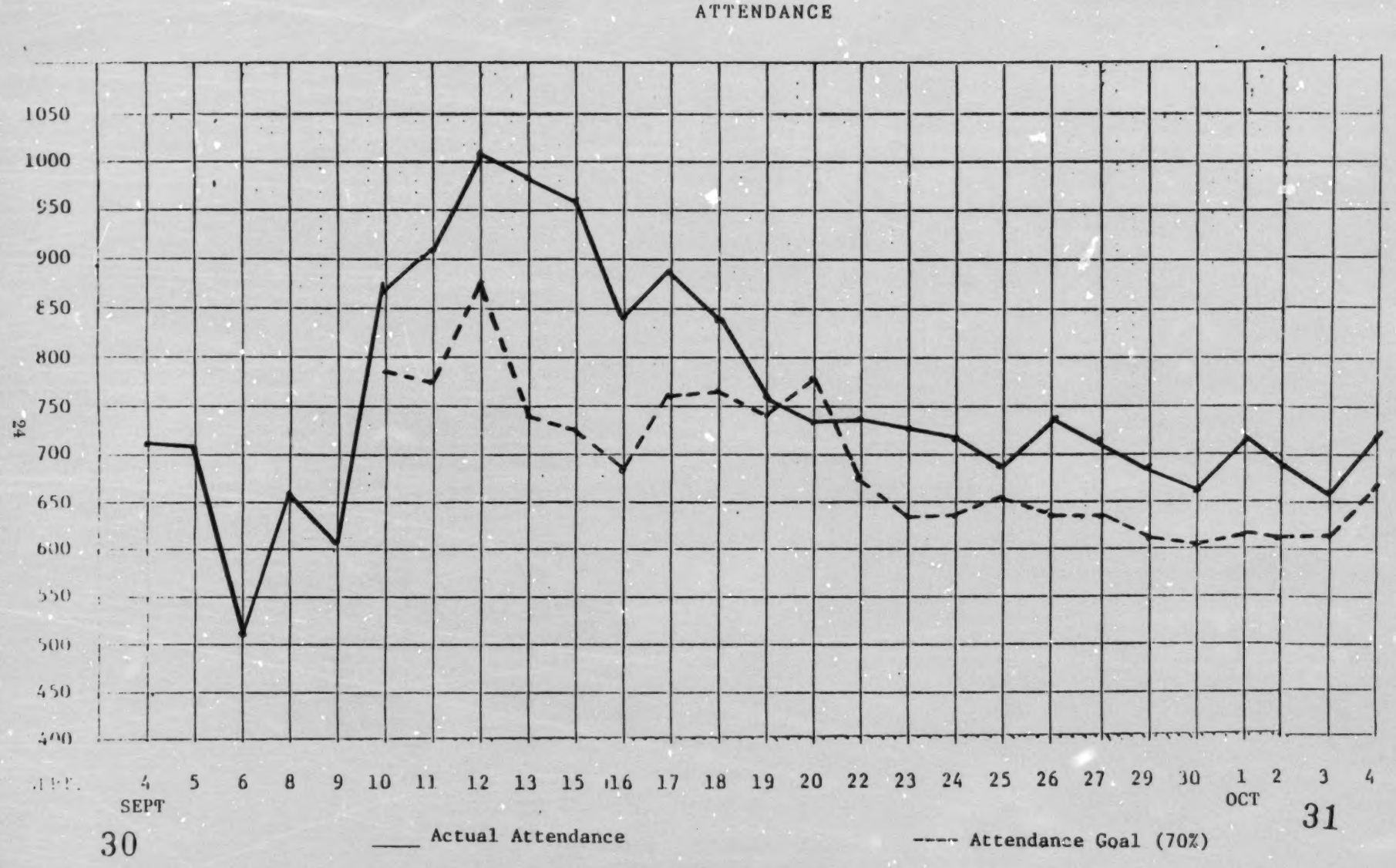
SUMMARY OF STUDENT COUNTS

ASSIGNED



BEST COPY

SUMMARY OF STUDENT COUNTS



BEST COPY

Sp D 0-27

TEACHER/AIDE TEAMS

Most classes were assigned a team of one teacher and two teacher aides. Some classes had more and some fewer aides, depending upon the number of students who came to each class.

Teachers

The teachers were responsible for the development and execution of daily lesson plans for each of their morning and afternoon classes. As they were required to follow only a general curriculum guide, they were in a position to be extremely resourceful, especially in the first few days of the program, when the books and dictionaries had not yet arrived.

Aides

The aides were used mostly to keep track of classroom attendance; to monitor the class as the teacher taught, listening for mistakes in pronunciation and helping with repetition; to perform small group instruction when directed by the teacher; to develop visual aids; and to undertake a variety of other assignments by the teacher or supervisor. Generally, if there was good communication between the teacher and the aide, the team was very effective. (See Appendix L for the "Suggested Role and Use of Teacher Aides" sheet given to the teachers.)

Ability to Speak Spanish

When possible, at least one member of each team had some knowledge of the Spanish language, to facilitate explanations. However, there were many teams in which neither the teacher nor the aides spoke or understood Spanish. This did not impede their instruction of English. They literally had to act out their explanations, which demanded and held the attention of their students.

Contact with Students

The teachers and aides, in addition to being instructors, became primary contacts for the Cuban refugees with the American society. In many cases, friendships developed between the students and the teachers, and at times, the instructors found themselves in the role of counselor and good samaritan. By the conclusion of the Aduit School, teachers and aides had sponsored more than 30 of their students into American society.

STUDENT COOPERATION

In the Hispanic culture, educators are highly respected and sometimes revered. The Cubans brought this respect with them and transferred it to their new English teachers. They held the instructors in very high esteem, and did what they could to help.

For example, the Cuban students were very protective of the teachers' belongings. In most cases, one student was assigned by his classmates to "keep an eye" on the teachers' personal items, such as their purses.

Classroom Custodians

In many cases, a Cuban volunteered to live in the classroom, to protect and guard the blackboards, visual aids, chairs, etc., throughout the night. As there were only a few cases of vandalism, this method seemed to be effective.

"Choosing" an Instructor

Interestingly, it was observed that many students "shopped around" for an English teacher, instead of going strictly to the classes to which they had been rostered. They took the study of English very seriously, and were determined to have the best teacher they could find.

Dedicated Students

As was noted, many students attended both the morning and afternoon sessions of the English classes. These were the more dedicated and highly motivated Cubans. Some persons stayed with the same teacher for both periods; others went to one building in the morning and another one in the afternoon. Some even attended night classes

Help from Cuban Civil Government

A Cuban civil government was organized in each living area, headed by a mayor and supported by counselors in each barracks. In some areas, the mayor appointed a Cuban to assist the supervisor with any problems that might arise. These helpers turned out to be quite efficient when they were needed. They also helped locate new classroom buildings when the need for them arose in some areas.

OPERATION OF CLASSES: PROBLEMS ENCOUNTERED

There were few problems encountered during the operation of the Adult School. As such problems occurred, they were dealt with as best as could be.

Arrival of Books and Dictionaries Delayed

From the point of view of the teachers and students, the first problem was the delay in the arrival of books and dictionaries. The teachers tapped their personal resources and supplies until the needed materials arrived.

Need to Purge Rosters

After classes began, many teachers discovered that their students were attending other classes in addition to their own. As was mentioned, the Cubans were inclined to shop around for the teacher who best suited them. The teachers purged their rosters regularly, taking off those students who missed class more than two times in a row, in order to add the new and regularly attending arrivals.

Vandalism

Vandalism was not a serious problem. There were a number of incidents of broken windows and missing materials, but for the most part, the volunteer Cuban custodians kept a tight control on this problem.

Lack of Electrical Current

One major disadvantage was the lack of electricity in several classrooms. In many cases this was due to the fact that the sockets previously had been pulled out of the wall. Teaching teams often arranged to share classrooms if they needed to show a film or use a tape recorder.

Special Activities

At times, special events were scheduled throughout the camp which conflicted with classes. This was especially evident Saturday afternoons. Many teachers treated these activities as field trips, in which the class as a whole would attend the event, with a stress on speaking English throughout that particular morning or afternoon.

Fort Chaffee

When the move to Fort Chaffee was announced, the teachers and aides observed a drastic drop in the morale of their students. There was a very obvious amount of tension and depression throughout the camp after this announcement, which seemed to cause a lack of interest and attendance on the part of the students. The instructors attempted to maintain continuity by teaching classes according to the same schedule and with an equal amount of energy.

ISSUES

Compulsory vs. Voluntary Class Attendance

The refugee program provided an opportunity to examine the effectiveness of compulsory vs. voluntary attendance in classes. Most of the class attendance in the program was voluntary. In those living areas where attendance was voluntary (Areas 1, 3 and 4), the program goal of one out of three refugees assigned to class and 70 percent of those assigned in attendance was met consistently.

In Area 5, where attendance was compulsory for a brief period (10 days), the refugees made it a point not to attend classes. Persons who had attended regularly when the program was voluntary stopped coming to class when the area commander made the program compulsory. When it was obvious that the compulsory program could not be enforced, it was made voluntary. The negative attitude of the refugees toward the compulsory program was never overcome, and the program in Area 5 rarely met program goals.

It seemed clear to the staff that a voluntary program, coupled with a strong promotion program, produced superior results to a compulsory program. A side benefit of the voluntary program was that it provided hard working and dedicated students who wanted to be in class. Learning was enhanced by the positive attitude of the students.

Spanish Speaking Teachers vs. Non-Spanish Speaking Teachers

A major issue was the degree to which it was necessary for teachers and aides to speak Spanish to be effective teachers. One out of three teachers, aides, and supervisors in the program could speak Spanish well enough to converse with students. The program operated on the premise that the goal of teaching oral English was best met by using English in class, not Spanish. This premise was based upon the experiences of the Army Language School, the Peace Corps, and college and universities that oral language was best taught through immersion in the language being learned.

Non-Spanish speaking teachers did have some problems the first few days. Until students learned some English, communication was difficult. After the initial barrier was overcome, however, non-Spanish speaking teachers were extremely effective. Because English was spoken almost exclusively in their classes, students progressed at a good rate.

Spanish speaking teachers used Spanish as somewhat of a crutch. At times, as much as one-half of their classes were presented in Spanish. Progress in English in these classes was slower initially. Gradually, Spanish speaking teachers reduced the amount of Spanish they used and student progress in English increased correspondingly.

Growth in student achievement was greater, for the most part, in classes taught by non-Spanish speaking teachers and aides.

It was useful to have someone fluent in Spanish in each classroom to handle administrative matters quickly and efficiently.

The conclusion to be drawn from this is that it is not essential to be proficient in the primary language to teach English as a second language. In group instruction, it is useful initially to have someone proficient in the primary language serve as a member of the teaching team.

Central Coordination of Activities vs. Individual Agency Coordination

A large number of agencies are involved in a refugee operation. At Fort Indiantown Gap, each agency staked out its "turf" and more or less operated autonomously. This had the benefit of permitting each agency to achieve its objective as it saw fit. The major weakness of this system was that no single agency had a complete grasp of the entire picture. One agency's program competed with another agency's program. For example, the Red Cross recreation program was frequently in direct competition with the English program.

In future refugee operations, it seems desirable to permit each area head to coordinate the program in a given area under the general policies established by the director of the refugee facility.

Safety of Staff vs. Danger to Staff

Based upon press reports, several agencies expressed concern about the safety of staff during a refugee operation. The concern was most often directed toward the safety of female staff in a predominantly male environment. It was true that two-thirds of the Adult School staff was female. It was also true that most classrooms were located among and adjacent to refugee living quarters.

The Adult School administration took the standard precautions concerning the safety of staff. Emergency procedures were developed. (See Appendix G.) Staff was issued appropriate cautions about security of personal belongings and personal behavior in the refugee facility. Other than normal precautions no other action was taken concerning safety of staff.

Several minor incidents did occur involving the staff. A "flashing" incident and several thefts of personal property did occur, although all personal property was eventually returned through the efforts of the refugees.

The refugees in class recognized that the staff was there to help them. This resulted in a protection system unusual in most school situations. When a potential incident developed, the students took charge and eliminated the potential problem. Cooperation with internal and external security agencies was excellent. The net result was complete safety of the staff. No major incidents between staff and refugees occurred.

Standard safety procedures used in the public schools were more than adequate to meet the needs of a refugee facility.

MEDIA

Coverage by all forms of media was encouraged by the Adult School. Television and newspaper coverage was conducted by classroom visitation and interviews of the Adult School personnel and the Cuban students. (See Appendix M for local newspaper coverage.)

EVALUATION

The program was evaluated by an independent program evaluator. The evaluation entailed classroom observations, teacher and student interviews, student testing and teacher attitudinal surveys. (See Appendix N for summary of findings. The full evaluation is bound separately.)

An informal evaluation was developed by Warren Ringler, a former Pennsylvania Deputy Secretary of Education who also served as Commissioner for Higher Education, as a result of a two day visit. (See Appendix O.)

Both evaluations commended the Adult School and its faculty.

According to the ESLOA pre-test results, 67 percent of the refugees were placed in Level 1, 27 percent in Level 2, 3 percent in Level 3 and 3 percent in Level 4. Post-tests showed five weeks later that out of 350 students, only 11 percent were still in Level 1, 42 percent in Level 2, 32 percent in Level 3 and 15 percent in Level 4.

APPENDICES
Table of Contents

A.1	Planning Worksheet: August 22-29, 1980
A.2	Planning Worksheet: September 1-6, 1980
A.3	Work Schedule and Goals: August 29-September 13, 1980
B	Management Manual for The ADULT SCHOOL for Cuban Refugees
C.1	Authorization Form
C.2	English as a Second Language Oral Assessment Answer Sheet
C.3	Student Report Form
C.4	Certificate of Attendance
D.1	Service Contract
D.2	CSIU Contract Position Description — Program Director
D.3	CSIU Contract Position Description — Program Coordinator
D.4	CSIU Contract Position Description — Teacher Supervisor/Trainer
D.5	CSIU Contract Position Description — Teacher
D.6	CSIU Contract Position Description — Aide
D.7	CSIU Contract Position Description — Secretary
E	Priority for Hiring Teachers and Aides
F	Staff Training Program
G	Emergency Procedures
H	Certificate of Appreciation
I	Suggested Lesson Plans
J	Actual Lesson Plans
K	Sample Handbill
L	Role and Use of Teacher/Aides
M	Newspaper Coverage
N	Evaluator's Abstract
O	Ringler Evaluation

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

Adult Education Document 2
Issued - August 25, 1980

Planning Worksheet
Week of August 22-29, 1980

As of _____ 1980

Item		Started		Completed
1.0	Establish office			
1.1	Establish liaison			
1.2	Employ key professional staff			
1.3	Employ secretarial staff			
1.4	Obtain security clearances for key staff			
1.5	Obtain office space			
1.6	Obtain office equipment			
1.7	Obtain office supplies			
1.8	Obtain signature cards			
1.9	Obtain vehicle passes			
1.10	Obtain signs identifying program			
1.11	Brief Task Force staff about program			

Adult Education Document 2

Item		Started		Completed
2.0	Employ teaching and aide staff			
2.1	Announce positions			
2.2	Conduct interviews			
2.3	Employ initial 20 teachers			
2.4	Employ initial 40 aides			
2.5	Continue recruitment program			
2.6	Establish pay procedures			
3.0	Train staff			
3.1	Plan 1 day training session			
3.2	Conduct training session for initial staff			
3.3	Conduct follow-up training session			
4.0	Begin instructional program			
4.1	Order ESLOA test			
4.2	Order Ilyin-STEL test			
4.3	Order native language literacy test			
4.4	Order life skills acculturation skills test in Spanish			
4.5	Develop a permission form (in both English and Spanish) to implement assessment instruments and transfer records			
4.6	Conduct assessment program for initial 300 persons			
4.7	Obtain oral English instructional materials			

Adult Education Document 2

Item	Started		Completed
4.8 Prepare acculturation program and preview films			
4.9 Obtain classrooms			
4.10 Arrange teaching teams and assign to areas			
4.11 Develop procedures for taking attendance of students			
4.12 Set up records system			
4.13 Design and duplicate certificates of attendance			
5.0 Establish purchasing and related accounting procedures			
5.1 Establish requisition procedures			
5.2 Establish internal fiscal controls			
5.3 Set up secure materials storeroom			
5.4 Establish equipment inventory procedures			
5.5 Obtain van for transportation of material			

Responsibility for Items

1.0 Establish office
Donald M. Carroll, Jr. - 1.1, 1.2, 1.11
Severino Stefanon - 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10

2.0 Employ Staff
Severino Stefanon - 2.1, 2.3, 2.4, 2.5, 2.6
Dr. Walter Satneck- 2.2

3.0 Train staff
Dr. Walter Satneck- 3.1, 3.2, 3.3

Responsibility for Items (continued)

4.0 Begin Instructional Program
Severino Stefanon - 4.1, 4.2, 4.3, 4.4, 4.5, 4.9, 4.10, 4.11, 4.12, 4.13
Doctor Neal V. Musmanno - 4.6, 4.7, 4.8
Doctor Walter Satneck - 4.7, 4.8

5.0 Establish Purchasing and Related Accounting Procedures
Severino Stefanon - 5.1, 5.2
Dr. S. William Ricker - 5.1, 5.3, 5.4, 5.5

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
ADULT SCHOOL FOR CUBAN REFUGEES
Fort Indiantown Gap, Pennsylvania

Adult Education Document 2A
Issued - September 1, 1980

Planning Worksheet
Week of September 1 - 6, 1980

As of _____ 1980

Item		Started		Completed
1.0	Establish office All items completed except for			
1.3	Employ secretarial staff			
1.6	Obtain office equipment (Xerox)			
2.0	Employ teaching and aide staff			
2.2	Conduct 60 interviews			
2.3	Raise initial teaching complement of 14 teachers to 25 teachers			
2.4	Raise initial aide complement of 8 aides to 50 aides			
3.0	Train staff			
3.3	Conduct training session on September 3, 1980 (25 aides - 5 teachers)			
3.5	Conduct training session on September 5, 1980 (20 aides - 10 teachers)			
4.0	Begin instructional program			
4.3	Order native language literacy test			
4.6	Conduct assessment for additional 550 persons (Raising total to 800)			

BEST COPY

Adult Education Document 2A

Item		Started		Completed
4.7	Obtain oral English instructional materials			
4.9	Obtain initial classrooms Area 3 - 6 classrooms			
	Area 4 - 6 classrooms			
	Area 5 - 4 classrooms			
4.10	Arrange 16 teaching teams and assign to classrooms			
4.11	Prepare class rosters by English ability and assign to teaching teams and classrooms. (By the evening of Sept. 3)			
4.12	Develop procedures for taking attendance of students using rosters from 4.11 above			
4.13	Design and duplicate certificates of attendance			
4.14	Post and announce class rosters and classrooms. (By the evening of Sept. 3)			
4.15	Develop program to promote the English program with the refugees.			
4.16	Conduct classes for approximately 500 students			
5.0	Establish purchasing and related accounting procedures done			

Responsibility for Items

Severino Stefanon - 1.3, 1.6, 2.3, 2.4, 3.3, 3.5, 4.3, 4.7, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14

Dr. Walter Satneck - 2.2, 3.3, 3.5

Mrs. Susan Goodling - 4.6, 4.5

Dr. S. William Ricker - 3.3, 3.5, 4.9

Donald M. Carroll, Jr. - 4.16

BEST COPY

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

Adult Education Document 10
Issued - August 29, 1980

Work Schedule

August 29, 1980 - Staff Training Program - 1

August 30, 1980 - Testing
Area 3 - 150 people
Area 5 - 100 people

September 2, 1980 - Testing
Area 4 - 300 people

September 3, 1980 - Staff Training Program - 2
Testing
Area 3 - 150 people
Area 5 - 100 people

September 4, 1980 - First Increment of Classes Begin
Area 3 - 300 students
6 Classes - Morning
6 Classes - Afternoons
6 Teachers, 12 Aides, 6 Classrooms needed.

Area 4 - 300 students
6 Classes - Morning
6 Classes - Afternoon
6 Teachers, 12 Aides, 6 Classrooms needed

Area 5 - 200 students
4 Classes - Morning
4 Classes - Afternoon
4 Teachers, 8 Aides, 4 Classrooms needed

September 5, 1980 - Staff Training Program - 3
Existing classes continue

September 6, 1980 - Existing classes continue

September 8, 1980 - Existing classes continue
Testing
Area 1 - 20 people
Area 3 - 50 people

BEST COPY

September 9, 1980 - Existing classes continue
Testing
Area 4 - 100 people
Area 5 - 40 people

September 10, 1980 - Second Increment of Classes Begin and First Increment Continues.
Area 1 - 20 students
1 Class - Afternoon
1 Teacher, 2 Aides, 1 Classroom needed.

Area 3 - 350 students
7 Classes - Morning
7 Classes - Afternoon
7 Teachers, 14 Aides, 7 Classrooms needed.

Area 4 - 400 students
8 Classes - Morning
8 Classes - Afternoon
8 Teachers, 16 Aides, 8 Classrooms needed.

Area 5 - 240 students
5 Classes - Morning
5 Classes - Afternoon
5 Teachers, 10 Aides, 5 Classrooms needed.

September 11, 1980 - Existing Classes continue

September 12, 1980 - Existing Classes continue

September 13, 1980 - Existing Classes continue
Evaluation of program to date

BEST COPY

GOALS (Accumulated Totals)

	Aug. 29	Sept. 3	Sept. 5	Sept. 9	Sept. 10	Total
Central Staff Hired	6	7	9	9	9	9
Persons Tested	0	800	800	1010	1010	1010
Teachers Hired	16	16	21	21	21	21
Aides Hired	32	32	42	42	42	42
Classrooms Obtained	0	16	21	21	21	21
Classes Begun	0	32	42	42	42	42
Students in Class		800	800	1010	1010	1010

BEST COPY

Adult School for Cuban Refugees

Fort Indiantown Gap, Pa.

Sponsored by:

Central Susquehanna Intermediate Unit

Lewisburg, Pa.

Management Manual

BEST COPY

INTRODUCTION

The United State Education Department has entered into a contract with the Central Susquehanna Intermediate Unit (CSIU) to finance an Adult School for Cuban Refugees at Fort Indiantown Gap, Pennsylvania.

This brief Management Manual will guide employees of the CSIU and contractors selected to work in this program, to assist in the performance of their duties.

August 25, 1980

BUSINESS ADMINISTRATION (3000)

BUDGET (3100)

The budget for this program will be developed by the superintendent, and will be monitored by the CSIU director of finance. No expenditures can be approved unless there is budgetary provision made for them. Transfer of funds between categories will be the prerogative only of the superintendent, in consultation with the CSIU director of finance. If it becomes necessary for the budget to be revised, such revision will be the responsibility of the superintendent to negotiate with the U. S. Department of Education, upon the recommendation of the program director.

INCOME (3200)

Revenues received from the U. S. Department of Education will be received by the CSIU director of finance, who will be responsible for their receipt and deposit. No funds should be received other than those authorized by the contract, and no one other than the CSIU director of finance will have responsibility for the receipt or deposit of funds.

PURCHASING (3300)

The interests of the intermediate unit and the betterment of its educational programs and services, and the interest of the public in obtaining the greatest value and durability for tax dollars will govern the purchase of goods and services by this program. CSIU policies, based in part on the Pennsylvania School Code, will govern all bids and quotations to pruchase materials, supplies, and equipment. Relations of staff and contractors of this program with companies and suppliers shall at all times promote the reputation of the intermediate unit and the program and shall, at all times, avoid any indication of conflicts of interest.

Purchases will be made only by authorized purchase orders of the CSIU, bearing the signature of the CSIU director of finance. Purchase orders will be issued only upon the issuance of a requisition by the program director, approved by the superintendent. No purchase order will be issued unless a request for that purchase order has been signed by both the program director and superintendent. No other person shall have authority for any action which might commit the program or the intermediate unit to spend any funds. Staff shall not obligate the CSIU for materials, either verbally or in writing, without a CSIU purchase order. In order to expedite purchasing, the program director may authorize the preparation of a requisition by telephone communication with the superintendent, provided the superintendent so approves.

Materials and supplies will ordinarily be shipped to the program's office at Fort Indiantown Gap, where they will be received by administrative staff of the program. Receipt of materials will be attested to by the signature of the program director on the receiving copy of the appropriate purchase order, which will be sent to the superintendent for submission to the business office for payment. The program director will be responsible for maintaining an inventory of materials, supplies, and equipment purchased or leased through this program.

The "billing address" will be the CSIU office in Lewisburg. The "receiving address" will be: CSIU Adult Education Program, Cuban-Haitian Task Force, Fort Indiantown Gap, Annville, PA 17003 (Bldg. T-5-21).

Payment for satisfactory goods and services will be subject to approval of the CSIU board of directors, upon receipt of an invoice from the vendor. Such invoices will be approved by the superintendent.

OPERATION AND MAINTENANCE (3500)

Contractors working through this program will use equipment and facilities in such a way as to assure that they are maintained with proper care. Access to facilities and equipment will be the responsibility of the program director, as will security of equipment leased to the program. Use of equipment belonging to other agencies at Fort Indiantown Gap will be the responsibility of the program coordinator.

INSURANCE (3530)

The CSIU has purchased a $5,000 medical insurance policy (with a $10 deductible clause) for contractors working in this program. This insurance policy covers contractors while they are at work, and any claims should be submitted to the program director, who will submit them to the superintendent for approval.

PERSONNEL (4000)

SELECTION AND RECRUITMENT OF PERSONNEL (4111)

The CSIU will advertise the availability of positions in this program in newspapers throughout Pennsylvania. CSIU recruitment procedures will follow the non-discrimination policies of the intermediate unit.

Selection of personnel from among applicants will be the responsibility of the superintendent, upon the recommendation of the program director. Candidates will be interviewed, and will be required to submit resumes and copies of current certification, if applicable. Such information will be retained by the CSIU.

All persons selected will meet the requirements specified in the contract position description, including requisite training, experience, and certification.

ASSIGNMENT AND TRANSFER (4115)

The program director will have responsibility for assigning staff to the most appropriate positions and reassigning staff as necessary, to assure the most effective and efficient operation of the program.

STATUS OF STAFF (4199)

All personnel shall be retained on a contract basis, shall be paid an established daily rate for days actually worked, shall not be subject to salary deductions for taxes, fringe benefits, or insurance, shall not be covered by unemployment compensation or worker's compensation, and shall not be entitled to sick leave, vacation leave, etc. As independent contractors, personnel will be responsible for performing the duties specified in their contract position descriptions, and their contracts may be cancelled upon 24 hours written notice, should they fail to perform their duties adequately, or should they be absent without prior notification to the program director.

TRAVEL (4133)

Necessary work related travel will be reimbursed in accordance with CSIU staff travel policies. Requests for travel reimbursement must be submitted on CSIU travel vouchers, which must be signed by the program director and approved by the superintendent. No travel will be reimbursed unless it is so approved, and travel should be authorized by the program director in advance whenever possible.

MEETINGS (4136)

Personnel may be required to attend regular staff meetings at the direction of their supervisors. Attendance at such meetings will be considered a required aspect of job performance.

ABSENCE (4150)

Staff will not be compensated for any time when they are absent from work, and all absences must be requested of the program director in advance and approved by him. Unexcused absences will be cause for cancellation of a contract, upon 24 hours written notice.

PERSONNEL RECORDS (4112)

The program director will maintain records on personnel assigned to the project, including records of job performance and a log of time worked each day. Each Monday the record of time worked the preceding week will be forwarded to the superintendent in order to process payment the following Monday.

STUDENTS (5000)

ATTENDANCE (5110)

It will be the responsibility of teachers, with the assistance of aides, to maintain attendance records on all students and to submit those records to the program director.

ASSESSMENT (5120)

It will be the responsibility of program staff, as assigned, to implement the assessment instruments to students prior to their entry into class. All teachers will conduct assessments of student progress every two weeks, with records to be submitted to the program director.

INSTRUCTION (5120)

Teachers, with the assistance of aides, will be responsibile for the implementation of the instructional program, under the direction of the teacher supervisor/trainer and the program director.

RIGHTS (5140)

The students in this program will be accorded the rights and respect accorded to students in any educational setting. This will be the responsibility of all staff of the program.

INSTRUCTION (6000)

SCHEDULES (6110)

Classes will be held from 8-11 a.m. and 1-4 p.m. every day, Monday through Saturday. Staff will be expected to report for work at 7:30 a.m. and remain on the job until 4:30 p.m. Time not assigned to teaching classes will be devoted to planning, reviewing materials, record keeping, and meetings as required.

INSTRUCTIONAL PLANS (6140)

Development of instructional plans will be the responsibility of the program director and the teacher supervisor/trainers. Implementation of these plans will be the responsibility of teachers and aides.

INSTRUCTIONAL ARRANGEMENTS (6150)

Instruction will take place in classes of about 25 students, with some activities handled in small groups, using the services of teachers and aides. Grouping in classes will be based upon assessment results of English and native language fluency.

EQUIPMENT, SUPPLIES, AND MATERIALS (6161)

Necessary equipment, supplies, and materials for program implementation will be made available to staff by the program. Requests for equipment, materials, and supplies will be made by instructional staff to the appropriate teacher supervisor/trainer and, in his or her absence, to the program coordinator. Teachers will be free to develop their own materials, which can be duplicated by the program coordinator, if approved by the teacher supervisor/trainer. Staff members are not authorized to purchase or lease any equipment, materials, or supplies.

NOTE--STATUS OF STAFF

Throughout this manual, persons who are serving in the program as program director, program coordinator, teacher supervisor/trainers, teachers, aides, and clerks are alternately referred to as staff, personnel, or contractors. It is understood that all such persons are independent contractors of the Central Susquehanna Intermediate Unit and are not employees of the intermediate unit.

Central Susquehanna Intermediate Unit
ADULT SCHOOL for Cuban Refugees
Fort Indiantown Gap, PA 17003

Escuela De Adultos Para Refugiados Cubanos

Nombre
Name _____ ID _____
(Print) (Print)

AUTORIZACION --- PRUEBA Y DATOS (4)
(Permission --- Tests and Information)

Autorizo a la CSIU a aplicarme las siguientes pruebas v a utilizar los resultados de las mismas para planear mi programa educativo (I authorize the CSIU to give me the following tests and use them to plan my educational program).

1. Prueba de ESLOA
   (test for English as Second Language Oral Achievement)

2. Prueba de ILYIN-STEL
   (test for Advanced Written English)

3. Prueba de alfabetismo en la LENGUA NATIVA
   (test of literacy in native language)

4. Prueba de INTERES en las habilidades, para conformarse a otra CULTURA
   (test of interest in life skills acculturation)

Doy mi permiso al DEPARTAMENTO de EDUCACION de los ESTADOS UNIDOS, además de a las autoridades educativas de la demarcación y o estado en donde resida a guardar y sacar copias de los resultados de mis pruebas y progresos educativos.
(I authorize the United States Department of Education and the state and/or local authorities where I will reside to keep copies of my test reports on file and available when needed.)

Firma
Signature _____

Fecha
Date _____

Registered by _____

Date _____

ANSWER SHEET

ENGLISH AS A SECOND LANGUAGE ORAL ASSESSMENT

Student's Name _____ Date _____ ESLOA LEVEL _____

Tutor's Name _____ Program Location _____

LEVEL ONE

(Scoring Directions: *If response is correct, place a check next to the number of the question. If incorrect, write down the response actually given. Place a zero next to the number if no response is given. Oral responses are not required.*)

1 _____
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____
8 _____
9 _____

Total Correct: _____

Criterion: A total score of 6 or better must be earned to proceed to Level Two.

COMMENTS (Information that will be helpful in planning instruction.)

_____
_____
_____
_____

Most responses were:

Verbal _____ Non-Verbal _____

LEVEL TWO

(Scoring Directions: *If response is correct, place a check next to the number of the question. If incorrect, write down the response actually given. Place a zero next to the number if no response is given. Accept any English response which shows the student understands the question.*)

1 _____ (Correct date or day of the week: May third. Monday, third, etc.)

2 _____ (Correct time: nine thirty-five; thirty-five minutes after nine, etc.)

3 (a) _____ (Correct amount: dime, ten cents, etc.)

(b) _____

(c) _____

4 _____ (Clinic, doctor's office, mother's house, hospital, health center, etc.)

5 _____ (Employment office, shops, factory, newspapers, bulletin boards, etc.)

6 _____ (Six dollars)

7 _____ (Twenty-four dollars and ninety-five cents, twenty-four ninety-five, etc.)

8 (a) _____ (shoe)

(b) _____ (shirt)

(c) _____ (skirt)

(d) _____ (trousers, pants)

(e) _____ (coat)

(f) _____ (pocketbook, handbag)

9 (a) _____ (hospital)

(b) _____ (church)

(c) _____ (post office)

(d) _____ (grocery store, market)

(e) _____ (gas or service station)

10 (a) _____ (arm)

(b) _____ (leg)

(c) _____ (head, hair)

(d) _____ (neck)

(e) _____ (shoulder)

(f) _____ (elbow)

(g) _____ (hand, fingers)

(h) _____ (knee)

(i) _____ (foot, toes)

Total Correct _____

Criterion: A total score of 21 or better must be earned to proceed to Level Three.

© Literacy Volunteers of America, Inc. 1978, 1980

This *ESLOA* Answer Sheet may be duplicated for use of the individual teacher to tutor. It may *not* be duplicated for resale. All other *ESLOA* material is copyrighted and may not be duplicated.

BEST COPY

BEST COPY

LEVEL THREE

(Scoring Directions: Place a check in the column which most accurately describes the student's response. No response and "I don't know" are considered Incorrect Responses. Write incomplete sentences or incorrect responses in the appropriate spaces. More credit is given for a more complete answer. Add answers in each column and multiply by the figure at the bottom of that column. The total score is the sum of the scores in the first three columns. *Encourage the students to respond in complete sentences.*

Example I Satisfactory _____ Not Satisfactory _____

Example II Satisfactory _____ Not Satisfactory _____

	Complete Fully Developed Sentence	Complete Two or Three Word Sentence	Incomplete Sentence	Incorrect Response (0 Credit)
1.	____	____	_____	_____
2.	____	____	_____	_____
3.	____	____	_____	_____
4.	____	____	_____	_____
5.	____	____	_____	_____
6.	____	____	_____	_____
7.	____	____	_____	_____
8.	____	____	_____	_____
9.	____	____	_____	_____
10.	____	____	_____	_____
	Column Total	Column Total	Column Total	Column Total
	____ x 3	____ x 2	____ x 1	____ x 0
	Column Score	Column Score	Column Score	Column Score
	____	____	____	0

COMMENTS

_____

_____

_____

_____

_____

_____

Incorrect Tenses: _____

_____

_____

_____

_____

_____

_____

Pronunciation:

Good _____ Satisfactory _____

Difficult to Understand _____

Fluency:

Limited Response _____ Very Verbal _____

Criterion: A total score of 26 or better must be earned to proceed to Level Four.

Total of All Column Scores _____

LEVEL FOUR

(Scoring Directions: If response is correct, place a check next to the number of the question. If incorrect, write down the response actually given. Place a zero next to the number of the question if no response is given. *Responses in complete sentences are required.*

1. ____ _____
2. ____ _____ (You were hungry., I was hungry.)
3. ____ _____ (The boy went..., He went...)
4. ____ _____ (I will..., I shall..., I am going to...)
5. ____ _____ (He will..., He is going to...)
6. ____ _____ (You will..., shall..., are going to..., I will, shall, am going to)
7. ____ _____
8. ____ _____
9. ____ _____
10. ____ _____

Total Correct ____

Criterion: A total score of 8 or better must be earned to pass Level Four. Students passing Level Four should be referred to more advanced assessments.

COMMENTS

_____

_____

Pronunciation: _____

_____

_____

_____

Intonation: _____

_____

_____

_____

Structure (Useful information such as: omits determiners - a, an, the; transfers from native native language; uses abbreviated or incomplete sentences; etc.)

_____

_____

_____

Central Susquehanna Intermediate Unit
ADULT SCHOOL for Cuban Refugees
Fort Indiantown Gap, PA 17003

APPENDIX C-3

782-4050/4074
273-2601 Ext. 3193/3195

STUDENT REPORT FORM

ALIEN ID NO._____

NAME _____

DATE _____

How would you evaluate this student's ability to communicate in the community where you live?

Level	Understanding Spoken English			Speaking English
None				
Some				
Good				

Recommended level of instruction (circle) Basic Intermediate Advanced

Comments: (include information of use to another teacher)

_____
Signature of Teacher

Sp D 0-21

BEST COPY

Commonwealth of Pennsylvania

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

This will certify that

_____

has attended courses in English in the Adult School for Cuban Refugees at Fort Indiantown Gap, Pennsylvania, during September/October 1980.

Patrick F. Toole
SIU Executive Director

Robert L. Fox
Superintendent

Donald M. Carroll Jr.
Program Director

_____
Date

APPENDIX C-4

DATE _____ APPENDIX D-1

Central Susquehanna Intermedate Unit
P. O. Box 213, 82 University Avenue
Lewisburg, Pennsylvania 17837

SERVICE CONTRACT

ADULT SCHOOL FOR CUBAN REFUGEES
AT FORT INDIANTOWN GAP, PA.

FULL NAME OF CONTRACTOR _____ SOC. SEC. # _____

ADDRESS _____

CONTRACTOR TITLE: Program Coordinator _____ Teacher _____

(Check One) Teacher Supervisor/Trainer _____ Aide _____

Secretary _____ Program Director _____

QUALIFICATIONS/CREDENTIALS (Attach Resume) _____

TIME PERIOD _____ / _____
(start date) (end date)

TOTAL NUMBER OF DAYS OF SERVICE _____

RATE OF PAY PER DAY $ _____

APPROVALS: _____ / _____ _____ / _____
Program Director Date Superintendent Date

_____ / _____ _____ / _____
CSIU Director of Finance Date CSIU Executive Director Date

- -

CONTRACTOR COMPLETE:

I agree to perform the above service as noted above. I understand and agree that I am an independent contractor, and not an employee of the Central Susquehanna Intermediate Unit and am not entitled to fringe benefits, Worker's Compensation or Unemployment Compensation.

_____ / _____
Contractor Signature Date

- -

NOTE: Payment on this contract will be made weekly throughout its duration based upon documentation submitted to the CSIU by the program director.

White - CSIU Blue - Program Director Yellow - Contractor

CSIU CONTRACT POSITION DESCRIPTION

Title: Program Director--Adult School for Cuban Refugees

Responsibility: The program director will be responsible to the school superintendent, who will be the assistant executive director of the Central Susquehanna Intermediate Unit.

Duties: The program director will be responsible for the ongoing and day-to-day operations of the program, and will provide full-time direction to the program. Specific responsibilities include:

1. Program development and organization;
2. Staff recruitment and selection, subject to approval by the CSIU assistant executive director;
3. Staff training;
4. Supervision of the assessment program;
5. Supervision of the instructional program;
6. Liaison with the CSIU, appropriate staff of the PDE, and other related agencies;
7. General management responsibilities; and
8. Other duties as assigned.

Requirements:

1. Graduate degree in education, with considerable training in curriculum and administration;
2. Pennsylvania certification; and
3. At least ten years experience in program development and administration, at the local or state level, as well as classroom teaching experience, preferably in communications or ESL.

Work Day, Week: Minimum of 51 days, maximum of 61 days; Monday-Sunday; seven and one-half hours per day.

Cancellation: This contract may be cancelled by the CSIU at any time, for any reason, without cause, upon five days written notice to the Donald M. Carroll Agency.

CSIU CONTRACT POSITION DESCRIPTION

Title: Program Coordinator--Adult School for Cuban Refugees

Responsibility: The program coordinator resports directly to the program director.

Duties: The program coordinator will be the principal officer for on-site management and logistics. Specific responsibilities include:

1. On-site management of program implementation;
2. Administrative liaison with staff of Fort Indiantown Gap, the CSIU, and the teaching staff;
3. Coordination of materials ordering and handling;
4. On-site record keeping;
5. Logistics of program implementation; and
6. Other duties, as assigned.

Requirements:

1. Master's degree; and
2. Minimum of 10 years of administrative or management experience; preferably in the military or an educational agency.

Work Day, Week: Minimum of 51 days, maximum of 61 days; Monday-Sunday; seven and one-half hours per day.

Cancellation: This contract may be cancelled by the CSIU at any time, for any reason, without cause, upon five days written notice to the Donald M. Carroll Agency.

CSIU CONTRACT POSITION DESCRIPTION

Title: Teacher Supervisor/Trainer--Adult School for Cuban Refugees

Responsibility: The teacher supervisor/trainer will report directly to the program director, or in his absence, to the program coordinator.

Duties: The teacher supervisor/trainer will be responsible for the general implementation of the assessment and instructional prorgrams. Specific responsibilities include:

1. Overseeing the assessment program;
2. Training staff;
3. Ongoing program development;
4. Assisting and evaluating staff in implementation of the instructional program;
5. Integration of the acculturation and ESL components of the program;
6. General supervision of teachers and aides; and
7. Other duties as assigned.

Requirements:

1. Bachelor's degree, preferably in education, ESL, or foreign languages; graduate degree desirable;
2. Pennsylvania teacher certification, or teaching experience at the post-secondary level; and
3. Experience as a teacher, with background in bilingual-ESL instruction, and, preferably, with administrative or supervisory experience, or on-site experience in education of Cuban refugees for at least two months.

Work Day, Week: Maximum of 40 days; Monday-Saturday; 7:30 a.m.-5:00 p.m.

Cancellation: This contract can be cancelled by the CSIU, upon recommendation of the program director, for failure to perform job duties as specified or for unexcused absences, upon 24 hours written notice.

CSIU CONTRACT POSITION DESCRIPTION

Title: Teacher--Adult School for Cuban Refugees

Responsibility: The teacher will report directly to the teacher supervisor/trainer, or, in his or her absence, to the program director.

Duties: The teacher will be primarily responsible for direct implementation of the instructional, and as assigned, assessment activities of this program on a day-to-day basis. Specific responsibilities include:

1. Teaching classes of Cuban refugees, including both small and large group instruction;
2. Maintaining records of student attendance;
3. Maintaining records of student progress and achievement;
4. Requesting necessary instructional materials and supplies from the teacher supervisor/trainer, or, in his or her absence, from the program coordinator;
5. Implementing assessment instruments, if so assigned; and
6. Other duties as assigned.

Requirements:

1. At least a bachelor's degree, preferably in education, and preferably with training in bilingual or ESL instruction, or foreign languages;
2. Pennsylvania teacher certification highly preferred; and
3. At least some experience in working with bilingual populations, preference given to certified teachers with ESL, bilingual, or foreign language teaching experience.

Work Day, Week: Maximum of 36 days; Monday-Saturday; 7:30 a.m.-4:30 p.m.

Cancellation: This contract may be cancelled by the CSIU, upon recommendation of the program director, for failure to perform job responsibilities adequately or for unexcused absences, upon 24 hours written notice.

CSIU CONTRACT POSITION DESCRIPTION

Title: Aide--Adult School for Cuban Refugees

Responsibility: The aide will be responsible directly to the teacher to whom he or she is assigned, or, in his or her absence, to the teacher supervisor/trainer.

Duties: The aide will be responsible for assisting in the instructional program. Specific responsibilities include:

1. Implementing small group instruction under the direction of the teacher;
2. Assisting in maintaining attendance records;
3. Assisting in maintaining student performance records;
4. Assisting in selection of instructional materials and supplies;
5. Assisting in the duplication of materials;
6. Assisting in the delivery of materials; and
7. Other duties as assigned.

Requirements:

1. At least a high school diploma, with preference given to college graduates, and to college graduates with training in education;
2. Preference will be given to certified teachers, although this is not a requirement for the position; and
3. Some previous work, on either a paid or volunteer basis, with bilingual populations and/or in education.

Work Day, Week: Maximum of 36 days; Monday-Saturday; 7:30 a.m.-4:30 p.m.

Cancellation: The CSIU may cancel this contract, upon recommendation of the program director, for failure to perform job duties adequately or for unexcused absences, upon 24 hours written notice.

CSIU CONTRACT POSITION DESCRIPTION

Title: Secretary--Adult School for Cuban Refugees

Responsibility: The secretary will report to the program coordinator, or in his absence, to the program director.

Duties: The secretary will be responsible for all secretarial and clerical aspects of the program. Specific responsibilities include:

1. Typing;
2. Maintaining files;
3. Maintaining records;
4. Answering telephone calls;
5. Routine correspondence;
6. Assisting instructional staff in duplication, collection, and delivery of materials;
7. Maintaining and copying student records;
8. Distributing student records as required; and
9. Other duties as assigned.

Requirements:

1. At least a high school diploma; and
2. Some clerical experience, with good typing, telephone, and interpersonal skills.

Work Day, Week: Maximum of 40 days; Monday-Saturday; seven and one-half hours per day.

Cancellation: The CSIU may cancel this contract, upon recommendation of the program director, for failure to perform job duties adequately or for unexcused absences, upon 24 hours written notice.

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Annville PA 17003

Adult Education Document - 7
Issued - 27 August 1980

Priority for Hiring Teachers and Aides

Teachers

1. Masters or Bachelors Degree - Pa. Certificate - ESL Training - Bilingual
2. Bachelors Degree - Pa. Certificate or Certificate from another state
3. Bachelors Degree - 2 weeks successful experience as an aide in our program
4. Bachelors or Masters Degree - no certificate - special language skills
5. Bachelors or Masters Degree - no certificate

Aides

1. Bachelors or Masters Degree - Pa. Certificate - Bilingual
2. Bachelors or Masters Degree - Pa. Certificate
3. Bachelors or Masters Degree - Certificate from another state
4. College Training - Bilingual
5. College Training
6. Those with special skills or training

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

ADULT SCHOOL FOR CUBAN REFUGEES

Fort Indiantown Gap, Pennsylvania

Adult Education Document 5A
Issued - August 27, 1980

Staff Training Program

8:30 a.m. - Welcome and Introduction of Staff
Robert E. Feir
School Superintendent

STAFF

Doctor S. William Ricker - Teacher Support Services
Ms. Susan Goodling - Teacher Supervisor-Trainer
Doctor Walter Satneck - Teacher Supervisor-Trainer
Severino Stefanon - Project Coordinator
Donald M. Carroll, Jr. - Project Director

9:00 a.m. - Description of the Adult Education Program
Donald M. Carroll, Jr.

9:15 a.m. - General Information for Teachers
Severino Stefanon

9:30 a.m. - The Work Schedule
Overall Plan
Severino Stefanon

9:40 a.m. - Tour of Cuban-Haitian Refugee Facilities
Doctor Walter Satneck
Susan Goodling

11:15 a.m. - Return to Classroom

BREAK

11:30 a.m. - The ESLOA Test
Donald M. Carroll, Jr.

Staff Training Program (Continued)

12:00 noon - Role and Use of Teacher Aides
Donald M. Carroll, Jr.

12:30 p.m. - LUNCH

1:30 p.m. - Teaching Oral English
Methods, Planning, Materials, Equipment
Doctor Walter Satneck
Susan Goodling

2:30 p.m. - BREAK

2:45 p.m. - Teaching Oral English (continued)

3:30 p.m. - The Acculturation Program
Doctor S. William Ricker

4:00 p.m. - Discussion

4:15 p.m. - Adjournment

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT
ADULT EDUCATION PROGRAM FOR CUBAN REFUGEES
Fort Indiantown Gap, Annville, PA 17003

Adult Education Document 14
Issued - September 2, 1980

EMERGENCY PROCEDURES

While we expect no problems while you are teaching, the following procedures should be followed in case of an emergency:

1. Locate in advance the following:
   a. The office of your Area Commander
   b. The MP post nearest your assignment.

2. If a problem occurs in your classroom that you cannot handle, leave the classroom immediately and
   a. Report incident to the nearest Federal Protective Service patrolman (Blue uniforms - Brown cars), or
   b. Report incident to the office of the Area Commander, or
   c. Report incident to the nearest MP post, then
   d. Report incident to your assigned supervisor or the education headquarters.

   Do not remain in the area. Do not try to deal with a serious situation yourself. Make certain you are in a secure location after you have reported the incident. Above all, don't worry about it.

3. If you have a personal problem (illness or accident, for example) follow the same procedures.

Commonwealth of Pennsylvania

CENTRAL SUSQUEHANNA INTERMEDIATE UNIT

Adult School for Cuban Refugees

Certificate of Appreciation

to

_____

for outstanding support during the development and implementation of the program to teach oral English and American culture to the Cuban refugees at Fort Indiantown Gap, Pennsylvania, September-October 1980.

Executive Director, CSIU — Superintendent, Adult School

Date — Project Director — Project Coordinator

APPENDIX H

BEST COPY

SUGGESTED LESSONS FOR LEVEL 1 STUDENTS

Structures

1. Teach common verbs in present tense *(be, have, need, want, go, like).*
   Use basic English sentence word order with *to be.* (I *am* a _____. This *is* a _____.
2. Use *do* in present tense and question form.
3. Teach personal pronoun in subject position. *(I, you, he, she, it, we, they)*
4. Use adjectives before and after a noun. (This is a *black* dog. This dog is *black.*)
5. Use *what* and *where* questions.
6. Teach articles *a, an, the, this/these, that/those.*
7. Use time and place prepositions *(around, after, beside).*

Survival Topics

1. Names of foods and meals
2. Names of parts of the body
3. Days of week, months, telling time
4. Numbers 1-100, ordinal numbers (first, second)
5. Members of family
6. Address and telephone number
7. Simple introductions
8. Clothing
9. Names of furniture and house parts

*See Appendix B for useful teaching techniques.

SUGGESTED LESSONS FOR LEVEL 2 STUDENTS

Structures

1. Teach transformation of positive statements to negative statements with *is* and *do.*
2. Teach transformation of questions to statements.
3. Use *there is* and *there are* before countable and non-countable nouns.
4. Teach commands and requests.
5. Use possessive pronouns *(mine, yours, his, hers);* direct and indirect object pronouns *(him, her, ours);* indefinite pronouns *(any, many, some, someone).*
6. Use present progressive with common verbs. (I *am singing.*)
7. Teach contractions *(I'll, you'll, I've, she's).*
8. Teach other question words *(who, when, how, why).*

Survival Topics

1. Grocery shopping and ordering food
2. Telephone conversation, usage, emergency numbers
3. Public transportation
4. Talking with doctor/dentist and making appointments
5. Reading the calendar, reading dates
6. Giving/understanding directions
7. Family relationships
8. Shopping for clothing
9. Shopping for furniture and appliances

BEST COPY

SUGGESTED LESSONS FOR LEVEL 3 STUDENTS

Structures

1. Use *often, always, sometimes, never,* and adverbs with *ly.*
2. Teach reflexives. *(myself, himself, herself)*
3. Teach past tense with *ed* and *used to.*
4. Use passive voice with *was* and *were.* (The ticket *was given* by the policeman.)
5. Teach other prepositions such as *since, during, until.*
6. Use *like* and *would like, must* and *have to.*
7. Begin future tense with *ing.* (I *am going* to see you.)
8. Teach comparatives. *(tall, taller, tallest)*

Survival Topics

1. Comparison shopping and nutrition
2. Health, medicines
3. Cultural aspects of time, dates and holidays
4. Maps and directions
5. Returning an item that is not satisfactory to the store
6. Citizenship
7. Driver's training, signs, rules
8. Housing — renting, buying a house

SUGGESTED LESSONS FOR LEVEL 4 STUDENTS

Structures

1. Teach idioms in verb phrases.
2. Teach indirect speech. (John said he was tired.)
3. Use *should, would, could, ought to.*
4. Use *if* statements.
5. Teach negatives with *neither* and *either.*
6. Use future with *will, shall, going to.*
7. Teach past participle:regular and irregular verbs. (I have eaten the cereal.)
8. Use *however, moreover.*

Survival Topics

1. Labels on boxes and cans, understanding directions
2. Newspaper and television advertisements
3. United States government and voting
4. Local, state agencies and opportunities
5. Car care, licenses, parts
6. Community agencies and services
7. Enrolling children in school, parent conferences
8. Income tax

BEST COPY

Repetition Drills

A word, phrase, or sentence modeled by the teacher and repeated by the student. The repetitions may be done by several students together in a group situation. If the sequence of words or phrases is unfamiliar or if the sentence is long (six or more syllables), break it into smaller elements. It is easier to keep the same intonation when you start from the end of the sentence (backward buildup). Example:

1. Say:
   "He is going to read now." (Repeat several times.)
2. Say:
   "...read now." (Student repeats, "...read now.")
3. Say:
   "... going to read now." (Student repeats, "going to read now.")
4. Say:
   "He is going to read now." (Student repeats, "He is going to read now.")

Substitution Drills

Substituting a word of the same class for a specified word in a sentence. A noun is replaced by a noun, a verb by a verb, etc. In these drills there should be only one change at a time and the sentence structure should remain consistent. Examples:

1. Say:
   "I have a book." Show the book. (Student repeats.)
   Say:
   "Pencil." Show the pencil. (Student says, "I have a pencil.")
   Say:
   "Ruler." (Student says, "I have a ruler.")
2. Say:
   "I have a red crayon." Show the red crayon. (Student repeats.)
   Say:
   "Blue." Show a blue crayon. (Student says, "I have a blue crayon.")
   Say:
   "Green." (Student says, "I have a green crayon.")

BEST COPY

Transformation Drills

Changing a sentence from affirmative to negative, from a statement to a question, from present tense to past or future tense, etc. It's not necessary to use difficult words like "negative," "past tense," etc. Examples:

1. "Let's start each sentence with 'no.'"
2. "Let's use 'yesterday.'"
3. "Let's make some questions."

Expansion Drills

Adding a word or expression to the basic sentence. Examples:

1. Say:
   "Let's add the word 'always' to these sentences. If I say, 'I have a pencil,' you would say, 'I always have a pencil.' (Student repeats entire sentence, adding the correct word in the correct place.)
2. Say: (At a later stage)
   "Let's add the expression 'I know' to other sentences. If I say, 'The road is long,' you would say, 'I know the road is long.'"

Minimal Pairs

Utilizing words which differ in only one sound in either the initial, medial or final position to develop student's ability to hear and discriminate between similar sounds and to produce them. Examples:

1. Say:
   "pit - bit" (Student responds, "Different.")
   "back - pack" (Student responds, "Different.")
   "pig - pig" (Student responds, "Same.")
2. Say:
   "bag - beg" (Student responds, "Different.")
   "pet - pat" (Student responds, "Different.")
   "met - mitt" (Student responds, "Different.")

To work on the production of sounds, use the target words and sounds in repetition drills.

A complete program for teaching these skills can be found in *I Speak English*, a handbook for tutors of English as a Second Language, authored by Ruth J. Colvin and published by Literacy Volunteers of America, Inc.

BEST COPY

ACTUAL LESSON PLAN - A

I. Review of alphabet

A. Letters that sound alike - c-z, b-v, and new sounds - th, v, etc.

B. Students spell their names

II. Review of numbers

A. Students divided into two teams and compete writing numbers on the blackboard. Example: 400, 327, 430, 524.

B. Bingo

III. Introduce new words to be used in sentences that answer questions.

A. This, that, here, there, there is and there are. Also includes learning question words: who, which, what and where. Review of names and verbs learned previously.

Where is the chair?
Where is the _____?
Which is the _____?
What month is it?
Who likes _____?

IV. Review of body parts

A. Simon says

V. Use of telephone to respond to help wanted advertisements.

A. Materials needed: telephones and tape recorder (students can listen)

- Hello, Ajax Company. May I help you?

- Hello. Yes. My name is _____. I'm calling about a job. Do you have any jobs?

- Yes, we have three jobs: a carpenter, a truckdriver, and a mechanic.

- I'm a _____.

- How much experience do you have?

- I have _____years experience at COMPANY in LOCATION.

- Could you come for an interview?

- Yes. What time?

- 2:30 tomorrow afternoon. Our office is in town.

- Thank you. I'll be there.

- One minute please. Please spell your name.

- Yes. It's (example) J - O - S - E G - A - R - C - I - A.

- Okay, thank you. We'll see you tomorrow at 2:30, Mr. Garcia.

- Yes, thank you. Goodbye

- Goodbye.

ACTUAL LESSON PLAN - B

1) Drill what day is today? GROUP ANSWER

What month is it? GROUP ANSWER

What year is it? GROUP ANSWER

What was last year? GROUP ANSWER

What will next year be? GROUP ANSWER

(Attempts were made to confuse to sharpen listening ability)

2) Commands:

Students were asked to give commands and to receive them. Aide would react to commands given by students. After everyone participated, new commands were given. GIVE, TAKE, BRING and PUT.

3) Telling Time:

Review method of telling time. Staff used only before the hour and after the hour in hopes of less confusion.

Making Clocks - Students were given a paper plate, brads, a minute hand and an hour hand. They put their own clocks together and asked each other different times. Each student was quizzed by staff. Clocks were to be taken back and used in barracks.

4) Dictionary Drill:

Sheets were passed to students containing a list of 10 or 12 words. They looked these up in the dictionary, writing the definitions in Spanish.

5) Small Groups - Review all work covered today.

ACTUAL LESSON PLAN - C

8:00 - 8:20

Introduce new verbs and food vocabulary in one group.

to need
to want
to buy

8:20 - 8:40

Break into three small groups to review and reinforce verb conjugations with grocery items.

8:40 - 9:00

With "pretend store" (including grocery items brought from home and their price tags) have students go shopping. Must tell shopkeeper what they "need" or "want" and ask "how much." They then tell the class what they are buying.

9:00 - 9:05 BREAK

9:05 - 9:25

Interview - Class breaks up into pairs. Several questions have been written on the blackboard. For example:

What is your name?
What do you need?
Do you like carrots or beans?
What do you buy at the store?

Students must ask each other questions and jot down the answers received.

9:25 - 9:45

Reunite as a group. Teacher asks questions of each student to see what kind of information they obtained from one another. (e.g., What is his name?, What does he need?, Is that right?, Do you need coffee?, etc).

9:45 - 10:00

General conversation. Reviewing vocabulary previously learned. Working on pronunciation. "How are you?" "Where do you live?" "How old are you?" "Do you like cookies?", etc.

10:00 - 10:05 BREAK

10:05 - 10:30

"Who am I?" Game similar to "20 Questions." Teacher thinks of an object in room, person in room or an historical personage. Students must guess, asking yes or no questions, using adjectives. Emphasis on forming sentences. Sometimes helpful to have students convert declarative sentences into questions for a few minutes prior to start of game.

10:30 - 11:00

Spelling Bee. Have two teams of students. Give each in his turn a word to spell. They must use the English alphabet and be able to pronounce the letters correctly.

SAMPLE HAND BILL

Para
SALIR DE AQUÍ
bien preparados para su NUEVA VIDA en los EE. UU. hay que aprovecharse de una nueva

OPORTUNIDAD:

Hay un grupo de maestros recién llegados que les van a dar lecciónes en **INGLÉS.**

Ud tiene que examinarse en la lengua para saber su nivel y después matricularse en una clase. Los exámenes serán el 8 y el 9 de septiembre. Escuche al portavoz en su área para enterarse del número del edificio.

BEST COPY

Central Susquehanna Intermediate Unit
Adult School for Cuban Refugees
Fort Indiantown Gap, PA 17003

Adult Education Document - 12
Issued - August 28, 1980

Role and Use of Teacher Aides

Teacher Aides work with, and under the supervision of, the teacher. They form an important part of the three-person team responsible for instructing a maximum of 25 adults at any one time.

Aides perform any relevant duty requested by the teacher and in the absence of the teacher may be asked to serve as a substitute teacher.

Specific duties commonly performed by aides are

1. Giving and scoring the ESLOA oral language test.
2. Giving and scoring required group tests.
3. Preparing summary reports of testing information.
4. Maintaining attendance records.
5. Maintaining student performance records.
6. Duplicating materials.
7. Delivering materials.
8. Tutoring individuals.
9. Teaching small groups under the direction of the teacher.
10. Helping the teacher during large group instruction.
11. Preparing visual aides.

The specific duties of an individual aide will depend upon the assignment made by a teacher. Teachers and aides may also agree upon duties in addition to those listed above. Above all, it is important for the teacher and aides to form an instructional team to promote the ability of adults to speak and understand English and to learn about life in the United States.

Teaching Cubans to cost $396,000

A conference between U.S. Department of Education and Central Susquehanna Intermediate Unit administrators in the CSIU office at Lewisburg this morning resulted in agreement on details of the intermediate unit's contract grant to provide education for Cuban refugees at Fort Indiantown Gap.

The amount of the grant was set at $396,925, or about $200 per student for the 2,000 people who are expected to be enrolled in the program.

Approximately 85 percent of the grant will go for salaries of teaching staff and administrative staff members, according to Harry Roberts, CSIU information director.

The Intermediate Unit will hire Donald M. Carroll, former deputy secretary of the state department of education, as project director. The original plan was to sub-contract the hiring of teaching staff through Carroll's agency at Harrisburg, but at this morning's meeting, it was decided that the CSIU will hire Carroll directly.

Forty teachers and 80 teacher's aides are expected to be employed in the program. Roberts said staff interviews will be conducted next week.

Classes in English and United States culture will begin Sept. 3 and will be held three hours a day, six days a week for six weeks.

The CSIU was asked to administrate the program after the Lancaster-Lebanon Intermediate Unit turned the project down when some members of its board of directors said they believed the assignment was too dangerous for its staff members.

Robert E. Feir, assistant executive director of CSIU, visited Indiantown Gap yesterday, Roberts said, and said he did not believe the program staff members would be in any danger.

Milton Standard

Aug. 22, 1980

Sunday, Aug. 24, 1980 Philadelphia nquirer

2d district accepts job to teach Cubans at Gap

FORT INDIANTOWN GAP, Pa. — After one group of central Pennsylvania school officials rejected it because they feared violence, officials from another area district agreed to administer a federal program designed to teach English to Cuban refugees here.

"Most of the board members said they wanted to do it for humanitarian reasons," said Harry Roberts, a spokesman for the Central Susquehanna Intermediate Unit.

Intermediate units across the state act as liaisons between the state and federal governments and local education officials.

The Lancaster-Lebanon Intermediate Unit covers the area around Fort Indiantown Gap, a military installation that serves as a temporary home for thousands of Cuban refugees. But when federal officials offered to pay the unit about $400,000 to teach English to the refugees, the unit's board of directors refused.

BEST COPY

Intelligencer Journal

EDITORIALS

10 — Lancaster, Pa., Saturday, August 23, 1980

A Necessary Task

Hats off to the Central Susquehanna Intermediate Unit. They've agree to teach English to the Cubans at Indiantown Gap.

This is the program the Lancaster-Lebanon Intermediate Unit refused to undertake when it had the opportunity. The federal government is offering $400,000 to underwrite the program, but school officials here and in Lebanon County did not feel the refugee center was a safe place to send teachers. This was because of the rioting on Aug. 5.

Harry Roberts, speaking for the Central Susquehanna Unit, said "Most of the board members .... wanted to do it for humanitarian reasons." We agree. The program is necessary. The task of assimilating Cuban refugees into the mainstream of American life will be accelerated by teaching them practical, conversational English.

We hope the fears voiced by the Lancaster-Lebanon Unit will prove to be unfounded, and are pleased that the Central Susquehanna Unit is willing to undertake this necessary task.

BEST COPY

HARRISBURG PATRIOT -- 8/23/80

Intermediate Unit Declined, Another Accepts

English Classes for Gap Cubans Win Sponsor

FORT INDIANTOWN GAP (AP) — After one group of school officials rejected it because they feared violence, another group has answered "Si!" to a federal proposal to teach English to Cuban refugees here.

"Most of the board members said they wanted to do it for humanitarian reasons," said Harry Roberts, spokesman for the Central Susquehanna Intermediate Unit.

Intermediate units across the state act as liaisons between the state and federal governments and local education officials.

The Lancaster-Lebanon Intermediate Unit covers this area, but when federal officials offered to pay the unit almost $400,000 to teach English to the refugees, the unit's board of directors said no.

Unit officials cited recent outbreaks of violence and looting at Fort Indiantown Gap, a military installation serving as temporary home to thousands of Cuban refugees.

So another program sponsor had to be found and the state turned to the Central Susquehanna unit, made up of 17 school districts in five counties north of here.

A representative of the unit visited the refugee center and reported it was safe to send teachers onto the site, Roberts said. Unit directors approved the proposal Wednesday.

Tensions at the refugee camp exploded into violence early on Aug. 5, apparently triggered by the arrest of a pregnant refugee in connection with a weapons search. A teen-age Cuban hurt in the mayhem, allegedly by another Cuban who was part of an informal security force aiding authorities, died Tuesday of his injuries.

"I guess because we're somewhat further away it wasn't as sensitive an issue," Roberts said.

Government officials hope the English classes will help the Spanish-speaking refugees to cope with life in the United States.

"It'll be a one-time, unique program that is aimed at adults," explained Frank Moran, deputy state education director.

Red Cross and Catholic Social Services volunteers have been conducting a few English classes, but for only a handful of the 2,000 refugees expected to participate in the new six-week program beginning Sept. 3, Moran said.

"Practical, conversational English" will be taught, he said, with a teacher, two aides and 20 students to a class.

"It's a very intense program because of the short duration and glaring need," Moran said.

Federal officials have told the state the refugee processing center here will be shut down by October, he noted. Records of how the refugees perform in their English classes will be forwarded to their next address, he added.

An intermediate unit was needed to sponsor the project because the Legislature has adjourned until Sept. 16 and any state participation in a federal program must be approved by lawmakers.

The intermediate unit will hire most of the program's teachers from the rural area surrounding Fort Indiantown Gap in Lebanon County, Roberts said.

The unit encompasses school districts in Snyder, Union, Northumberland, Columbia and Montour counties.

APPENDIX M

BEST COPY

Funds allocated for Cuban education project at Gap

LEWISBURG — The Central Susquehanna Intermediate Unit will receive $396,925 from the federal government to conduct an adult education program for Cuban refugees at Fort Indiantown Gap.

A CSIU spokesman said Friday that an agreement reached with negotiators for the U.S. Department of Education states that the CSIU will conduct the classes for 2,000 persons at a cost of slightly less than $200 per person.

Classes would start Sept. 3 for six to eight weeks. The unit will hire Donald M. Carroll, former commissioner of basic education, to coordinate the program. Carroll was responsible for heading up the state's educational efforts on behalf of Indochinese refugees several years ago.

The unit's board of directors Wednesday agreed "as a humanitarian gesture," to act as a conduit to accept the federal money for the program, in which the refugees will learn English as a second language and U. S. culture.

"We are gearing up to begin the program as quickly as possible, in order to meet the needs of the refugees at the Gap," according to CSIU assistant executive director Robert E. Feir, who will be responsible for administering the project.

The CSIU will provide language instruction and training designed to help the refugees enter society as quickly as possible. Students will attend classes three hours a day, six days a week.

All students will have their individual needs assessed before classes start, according to the CSIU's plans

Feir and representatives of the U.S. and Pennsylvania Education Departments visited Fort Indiantown Gap Thursday afternoon to meet with State Department, Army and Federal Emergency Management Agency officials to lay the groundwork for the program.

"I was impressed with the desire of all agencies involved to begin this educational program," Feir said. "I was also impressed with a sense of general security on the base. While risks are inherent in life, we are convinced that staff working in our program will not be exposed to any undue risks."

The CSIU official noted that the refugees who were removed from the base following the disturbances Aug. 6 are at the Lewisburg Federal Penitentiary, where many of them are being instructed through the intermediate unit's adult education program there.

"We are accustomed to reasonable risks," said CSIU adult education coordinator Steven R. Naugle, pointing out that the intermediate unit has operated programs at the penitentiary for nine years.

The CSIU plans to recruit, select and train staff immediately following contract approval in Washington. "We plan to look for 40 teachers and 80 aides to work for September and the first half of October," Feir said. The refugees are slated for resettlement by Oct. 15.

Staff costs amount to nearly 85 percent of the total cost of the project.

BEST COPY

DANVILLE NEWS — 8/23/90

Cuban education program to begin in early September

LEWISBURG — The Central Susquehanna Intermediate Unit (CSIU) concluded negotiations Friday with the U.S. Department of Education to provide an adult education program to 2,000 Cuban refugees at Fort Indiantown Gap.

The CSIU is prepared to begin operating the program this weekend, pending approval by Secretary of Education Shirley Hufstedler, according to Board member Harry Roberts.

"We are gearing up to begin the program as quickly as possible, in order to meet the needs of the refugees at the Gap," said CSIU assistant executive director Robert E. Feir, who will be responsible for administering the project.

The CSIu will provide language instruction and training designed to help the refugees enter the mainstream of society as quickly as possible. Students will attend classes three hours a day, six days a week. Classes are slated to begin Sept. 5 and continue for approximately six weeks.

All students will have their individual needs assessed before classes start, according to CSIU's plans.

Feir and representatives of the U.S. and Pennsylvania Education Departments visited Fort Indiantown Gap Thursday afternoon to meet with State Department, Army, and Federal Emergency Management Agency (FEMA) officials to lay the groundwork for the program.

"I was impressed with the desire of all agencies involved to begin this educational program," Feir

(continued on page seven)

program

(continued from page one)

said. "I was also impressed with a sense of general security on the base. While risks are inherent in life, we are convinced that staff working in our program will not be exposed to any undue risks."

Lancaster-Lebanon Intermediate Unit 13 voted 8-3 earlier this week to turn down the contract because of concern for the safety of teachers and tutors who would work with the Cubans at the processing center.

A spokesman for the unit said those concerns were largely based on events during the Aug. 5 riots at the camp.

Officials said 52 people were injured in that uprising. One of those victims, Manuel Rodriguez, 19, died earlier this week apparently of a fractured skull suffered in a beating now being probed as murder.

Feir pointed out that the refugees who were removed from the base following the disturbances are now at the Lewisburg Federal Penitentiary, where many of them are being instructed through the intermediate unit's adult education porgram. "We are accustomed to reasonable risks," said CSIU adult education coordinator Steven R. Naugle, pointing out that the intermediate unit has operated programs at the penitentiary for nine years.

CSIU plans to recruit, select, and train staff immediately following contract approval in Washington. "We plan to look for 40 teachers and 80 aides to work for September and the first half of October," Feir said. The refugees are slated for resettlement by Oct. 15.

The CSIU expects to receive $396,925 from the U.S. Department of Education to conduct the project. Staff costs will amount to nearly 85 percent of the total, according to CSIU officials.

BEST COPY

SATURDAY/SUNDAY (BLOOMSBURG-BERWICK) -- 8/23-24/80

APPENDIX M

CSIU accepts federal plan to teach English to refugees

FORT INDIANTOWN GAP (AP) — After one group of school officials rejected it because they feared violence, the Central Susquehanna Intermediate Unit has answered "Si!" to a federal proposal to teach English to Cuban refugees here.

"Most of the board members said they wanted to do it for humanitarian reasons," said Harry Roberts, spokesman for the C.S.I.U., which encompasses school districts in Columbia, Montour, Snyder, Union and Northumberland counties.

Intermediate units across the state act as liaisons between the state and federal governments and local education officials.

The Lancaster-Lebanon Intermediate Unit covers the Fort Indiantown Gap area, but when federal officials offered to pay the unit almost $400,000 to teach English to the refugees, the unit's board of directors said no.

Unit officials cited recent outbreaks of violence and looting at Fort Indiantown Gap, a military installation serving as temporary home to thousands of Cuban refugees.

So another program sponsor had to be found and the state turned to the Central Susquehanna unit, comprised of 17 school districts in five counties north of here.

A representative of the unit visited the refugee center and reported it was safe to send teachers onto the site, Roberts said. Unit directors approved the proposal Wednesday.

Tensions at the refugee camp exploded into violence early on Aug. 5, apparently triggered by the arrest of a pregnant refugee in connection with a weapons search. A teen-age Cuban hurt in the mayhem, allegedly by another Cuban who was part of an informal security force aiding authorities, died Tuesday from his injuries.

"I guess because we're somewhat further away it wasn't as sensitive an issue," Roberts said in an interview Friday.

Government officials hope the English classes will help the Spanish-speaking refugees to cope with life in the United States.

"It'll be a one-time, unique program that is aimed at adults," explained Frank Moran, deputy state education director.

Red Cross and Catholic Social Services volunteers have been conducting a few English classes, but for only a handful of the 2,000 refugees expected to participate in the new six-week program beginning Sept. 3, Moran said.

"Practical, conversational English," will be taught, he said, with a teacher, two aides and 20 students to a class.

"It's a very intense program because of the short duration and glaring need," Moran said.

Federal officials have told the state the refugee processing center here will be shut down by October, he noted. Records of how the refugees perform in their English classes will be forwarded to their next address, he added.

An intermediate unit was needed to sponsor the project because the Legislature has adjourned until Sept. 16 and any state participation in a federal program must be approved by lawmakers.

The intermediate unit will hire most of the program's teachers from the rural area surrounding Fort Indiantown Gap in Lebanon County, Roberts said.

Local education group begins Cuban program

LEWISBURG — The Central Susquehanna Intermediate Unit will begin work on its adult education program for Cuban refugees this weekend.

Robert E. Feir C.S.I.U. assistant executive director, will oversee the project involving 2,000 refugees at Fort Indiantown Gap. "We are gearing up to begin the program as quickly as possible, in order to meet the needs of the refugees at the Gap," Feir said.

The unit will provide language instruction and training designed to help the refugees enter the mainstream of society as quickly as possible. All students will have their individual needs assessed before classes begin Sept. 3. Students will attend classes three hours a day, six days a week in the six-week program.

To prepare for the program, Feir and representatives of the state and federal education departments met with Army and Federal Emergency Management Agency officials.

"I was impressed with the desire of all agencies involved to begin this educational program," Feir said. "I was also impressed with a sense of general security on the base. While risks are inherent in life, we are convinced that staff working in our program will not be exposed to any undue risks."

Feir noted that the refugees who were removed from the base following the disturbances there Aug. 5 are now at the Lewisburg Federal Penitentiary, where many of them are being instructed through the C.S.I.U.'s adult education program.

"We are accustomed to reasonable risks," said adult education coordinator Steven R. Naugle, who added that the intermediate unit has operated programs at the penitentiary for nine years.

Recruitment and training of staff will begin as soon as the contract is approved in Washington by Secretary of Education Shirley Hufstedler.

"We plan to look for 40 teachers and 80 aides to work during September and the first half of October," Feir said. The refugees are slated for resettlement by Oct. 15.

The intermediate unit received a $396,925 from the U.S. Department of Education Friday to conduct the program. Staff costs amount to nearly 85 percent of the total.

BEST COPY

SUNBURY DAILY ITEM-- 9/18/80

CSIU official has praise for Gap education program

LEWISBURG — "In the course of one's professional career, there're a lot of things that go wrong and a lot of things that go right. This one's going right."

Robert E. Feir was referring to the Central Susquehanna Intermediate Unit's program to educate Cuban refugees at Fort Indiantown Gap in English language skills and U.S. culture.

"There's a real motivation. They understand that their future depends on learning English," said Feir, assistant executive director of the CSIU.

The CSIU last month agreed to coordinate the program to teach the refugees, using a $396,925 federal grant.

"I've just had absolutely no trouble at the Gap, and none of our staff has any trouble," he said, adding that highly-publicized disturbances at the Gap involved a small minority.

Classes meet three hours a day six days a week. But some of the Cubans are going to classes six hours and even nine hours a day, to make sure they understand the material, he said.

Feir is impressed with the help of the military and a variety of federal officials in Washington, D.C.

Initially, plans were to enroll 1,000 to 2,000 Cubans. However, with the population at the base down from 4,500 to 3,200, the enrollment as of Friday was 1,244.

Currently, there are 33 teachers and 60 aides. The program ends Oct. 15, the target date for having all refugees out of Indiantown Gap.

Eighty-eight percent of the Cubans at the base are unaccompanied adult males, Feir said. Because of this, he said, "We're fairly certain that there are going to be a substantial number who will not have found sponsors by Oct. 15."

The CSIU is working with the State Department task force that will move the Cubans to Fort Chaffee, Ark., to ensure that their education continues there.

BEST COPY

Refugees' school is a learning experience for students, teachers

by Rick Bretz

"It's a wonderful high" said a smiling teacher while observing a triumphant student who just figured out an answer to a question.

"The students are so eager to learn, that during breaktime they stay around asking about pronunciations," said Althea Sassaman, a teachers aid.

An education program to teach Cuban refugees spoken English and American culture was started four weeks ago at Fort Indiantown Gap. The classes are held in the refugee housing area form 8-11 a.m. and 1-4 p.m. six days a week.

"The instructional program here concentrates on developing speaking skills that the refugee will need upon leaving the refugee facility," said Donald M. Carrol, Jr., project director describing the course.

The school, called The Adult School for Cuban-Haitian refugees, is operated by the Central Susquehanna Intermediate Unit of Lewisburg, Pa. under a grant from the United States Department of Education.

In order to understand the enormous duty the teachers have, the average citizen must understand learning English takes years of study obtain any level of proficiency. The teacher's goal is to teach the refugees enough to survive in daily life.

The class works on the theory that humans learn any language in a sequence that involves listening and speaking then reading and writing. Maturing children often start to imitate the sounds they hear, eventually learning to read and write what they have heard. For an American child, growing up to language fluency ususally takes 12 years.

The teachers for the program were selected through personal contacts and newspaper advertisements, mostly from the Pennsylvania area. They were selected on a basis of type of degree, teaching experience, language skills, bilingual abilitiy and teaching certificates. Each class usues a qualified teacher and two aides for back up.

The staff was selected after only a week of accepting applications, a total of 31 teachers and 49 teacher's aids were chosen, with 47 teaching certificates among them. Each teacher holds a teaching degree or has college teaching experience, and 19 aides hold teaching certificates.

"Every teacher is in charge of how they use their aides. They can use them to roam around the room helping anyone who has a problem or they can use them as a teacher when the class breaks down into groups," explained Goodling, who also speaks Spanish.

Goodling said that during the first few weeks there were problems that had to be worked out but they weren't major and were solved quickly.

"Our most effective teachers are those who are familiar with teaching elementary school reading, have a dynamic and imaginitive personality and know little or no Spanish," stated Carrol.

A teacher knowing little or no Spanish is very helpful to a class because while students are learning English the teachers can learn Spanish and therefore keep the Cuban refugees interested in the class.

Here is one case that illustrates the fact.

A teacher introduces a subject to a class.

"OK, everyone we are going to learn about time," the teacher writes it on the board.

"What is time in Espanol," said the teacher not knowing what it is. In that instant every student shouts "Tiempa" therefore showing that not only are they learning the teachers and aides are too.

Before each student enters a class he takes an oral assesment test to determine their level of understanding of spoken English. After the refugees take the test they are placed in one of four levels of proficiency, with level four being the highest standard reached.

While teachers are free to use any method of instruction that works for them, the curriculum must include certain mandatory subjects. These subjects include greetings and farewells, numbers, colors, weather, clothing, foods, common verbs and using prespositions.

Each student refugee receives a Spanish-English dictionary and notebooks and pencils to use in class. In addition each teacher supplements their own material to help the learning process in class.

Besides English, the program provides acculturation classes designed to familiarize Cubans with the way of life in the United States.

The subjects include geography, government, United States history, American law, transportation and money managment.

An education program could have all the subjects in the dictionary but it still needs willing and enthusiastic students.

According to the statistics, a profile of the refugees compiled by the education staff, 67 percent of the refugees have little or no understanding of English. The typical refugee is a male, 30 years-old with no friends in the United States. Therefore, from the statistics it is evident that the program concentrates on spoken English.

To assist the students in recording how many hours they have accumulated, attendance is taken every morning for each class using a roster. A record is kept of the number of hours of classroom work the refugees compile and upon leaving the camp the hours are recorded on a certificate they receive.

Of course, attendance also hinges on how well a student likes a teacher. In the beginning, the Cuban refugees would roam from class to to class looking for a teacher that made them comfortable, then they would remain in the class.

According to Goodling most of the students are very enthusiastic about learning. "The teaching

BEST COPY

methods are very effective. The instructors are very nice to us," said Victor Rizo, a refugee student. "We want to cooperate with them in any way possible."

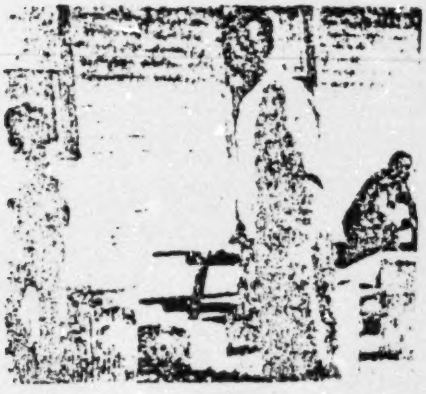
To see how much the Cuban refugees are learning and how well the program is working, the project is evaluated by an independent evaluator. Two types of information are collected by the evaluator: information to make improvements in the ongoing operation and data on how well the education program is acheiving its goals.

"Several teachers have come up to me and said what a rewarding learning experience it is to teach here," commented Goodling, who also speaks Spanish.

To understand how important the classes are to the refugees, not only from a learning standpoint but as a means of fighthing boredom, a student approached Goodling with this comment.

"All I do everyday is sleep, eat, study, see movies and study again," the student refugee beamed.

Students watch the board trying to figure out an answer to a question during a morning class at Fort Indiantown Gap, Pa. Classes range from 20-30 students in each class depending on the teacher and the students. According to Don Carrol, Jr., project director, the best teacher is one who is familiar with teaching younger students English and knows little or no Spanish. (U.S. Army photo by Rick Bretz)



BEST COPY

CUBAN REFUGEES at Fort Indiantown Gap received daily instruction in English and American culture during CSIU's adult education program conducted the last six weeks.

Cuban program 'winding down'

FORT INDIANTOWN GAP — They want to learn English; they want to get a job and become productive citizens; they don't want to return to Cuba.

"They" are the Cuban refugees who have been students in adult classes conducted by the General Susquehanna Intermediate Unit (CSIU) at Fort Indiantown Gap. And, "their" desires are the consensus of the teachers who have been helping them learn to speak English and to understand the American culture.

"Most are very proud people, they want to get sponsors and find work. They'll do anything," said Mary Ellen Imbo, a teacher from Harrisburg.

Their desire to become productive citizens helps explain why they were "ideal students" in the eyes of instructors. "A lot of my students came to both sessions of class every day, when we only asked them to come to either a morning or afternoon class," said teacher Jim Star, from Shamokin. "Learn English, get a sponsor, get a job—that's all they think about."

"One of my students said that he didn't like it here, but it felt great to be someplace where he could say that," added Imbo.

Teachers also said they gained some insight into what life in Cuba must have been like.

"One of my students is a 60-year old man who was in prison for the last 20 years because he had owned a sugar plantation," Imbo said.

Beverly Steel, a teacher from Lancaster, said that some of her students said "they can't understand why Americans aren't more worried about Communism. They really were angry about the refugees who tried to return to Cuba by hijacking airliners."

All of the 31 teachers employed in the program had public school teaching certificates or college teaching experience. Some were certified Spanish teachers, but most were not proficient in Spanish. But, according to Donald Carroll, project director, they had no problems communicating. In fact, he said that administrators preferred hiring "native speakers," especially to teach basic conversational English in a "crash course" such as this.

More than 1,200 Cuban refugees at the Gap received instruction in English and American culture in the federally funded program conducted during the last six weeks.

As the refugees leave the fort this week, the CSIU's program is "winding down," said Carroll.

The program, undertaken by the local intermediate unit when approved by its Board of Directors in August, was "amazingly successful," Carroll also said.

He said that the staff had hoped to serve one-third of the approximately 2,600 adult refugees eligible for classes. The 1,200 who were "assigned to classes"—those who were tested on an oral English proficiency exam and who attended class regularly—represent almost 50 percent.

In addition, Carroll supported his statement with test data. About 67 percent of those people assigned to classes had vitually no understanding of English when originally tested, scoring at the lowest level. But, at least 80 percent scored at the second or third achievement levels in post-tests last week, "indicating at least a moderate knowledge of English," Carroll noted.

Although conditions at the Gap are less than ideal, the teachers said they talked to no one who wanted to return to Cuba.

The instructional program will continue for those refugees being moved to Fort Chaffee, Arkansas, Carroll said. There, classes will be conducted by another local or state agency.

"It's been an exhilarating experience for me, working with these people," said Barbara Fry of Harrisburg. "I'm sorry to see the program end."

Danville News, Oct. 9, 1980

BEST COPY

CSIU's English course for refugees 'successful'

LEWISBURG — More than 1,200 Cuban refugees at Fort Indiantown Gap received instruction in English and American culture in the federally funded adult education program conducted by the Central Susquehanna Intermediate Unit (CSIU) during the last six weeks.

As the refugees leave the fort this week, the CSIU's program is "winding down," according to the project director Donald Carroll.

The program, undertaken by the local intermediate unit when approved by its board of directors in August, was "amazingly successful," Carroll said.

He said that staff had hoped to serve one-third of the approximately 2,600 adult refugees eligible for classes. The 1,200 who were "assigned to classes" — those who were tested on an oral English proficiency exam and who attended class regularly — represent almost 50 percent.

In addition, Carroll supported his statement with test data. About 67 percent of those people assigned to classes had virtually no understanding of English when originally tested, scoring at the lowest level. But, at least 80 percent scored at the second or third achievement levels in post-tests last week, "indicating at least a moderate knowledge of English," Carroll noted.

"This improvement, accomplished in little more than a month, indicates that our teachers have done a remarkable job and that these people really wanted to learn," said Carroll.

Daily classes

Although a total of 1,200 Cubans were enrolled, daily attendance averaged about 800, Carroll said. Two classes were held daily, Monday through Saturday, at 32 sites in the barracks areas.

Teachers emphasized speaking and listening — useful questions, greetings and farewells, numbers and identification of objects. Textbooks were given at the request of students who were interested in learning more about grammar and sentence structure. Teachers also discussed basics of American culture, such as geography, government, transportation and American life and customs.

All of the 31 teachers employed in the program had public school teaching certificates or college teaching experience. Some were certified Spanish teachers, but most were not proficient in Spanish. But, according to Carroll, they had no problems communicating. In fact, he said that administrators preferred hiring "native speakers," especially to teach basic conversational English in a "crash course" such as this.

The instructional program will continue for those refugees being moved to Fort Chaffee, Arkansas, Carroll said. There, classes will be conducted by another local or state agency.

Daily Item, Sunbury, Oct. 9, 1980

APPENDIX M

BEST COPY

Refugees want to get jobs and be productive citizens

LEWISBURG — They want to learn English; they want to get a job and become productive citizens; they don't want to return to Cuba.

"They" are the Cuban refugees who have been students in adult classes conducted by the Central Susquehanna Intermediate Unit (CSIU) at Fort Indiantown Gap. And, "their" desires are the consensus of the teachers who have been helping them learn to speak English and to understand the American culture.

"Most are very proud people, they want to get sponsors and find work. They'll do anything," said Mary Ellen Imbo, a teacher from Harrisburg.

Their desire to become productive citizens helps explain why they were "ideal students" in the eyes of instructors. "A lot of my students came to both sessions of class every day, when we only asked them to come to either a morning or afternoon class," said teacher Jim Star, from Shamokin. "Learn English, get a sponsor, get a job — that's all they think about."

Although conditions at the Gap are less than ideal, the teachers said they talked to no one who wanted to return to Cuba.

"One of my students said that he didn't like it here, but it felt great to be someplace where he could say that," added Imbo.

Teachers also said they gained some insight into what life in Cuba must have been like.

"One of my students is a 60-year-old man who was in prison for the last 20 years because he had owned a sugar plantation," Imbo said.

Beverly Steele, a teacher from Lancaster, said that some of her students said "they can't understand why Americans aren't more worried about Communism. They really were angry about the refugees who tried to return to Cuba by hijacking airliners."

"It's been an exhilarating experience for me, working with these people," said Barbara Fry of Harrisburg. "I'm sorry to see the program end."

Berwick Enterprise,
Oct. 15, 1980

BEST COPY

Cuban refugee basic education plan comes to halt

A Central Susquehanna Intermediate Unit's program to teach basic English to Cuban refugees is being phased out as rapidly as the refugees are leaving Fort Indiantown Gap.

Dr. Robert E. Fehr, assistant director of CSIU, today said that by the end of the day tomorrow, most of the teaching staff will have been terminated. The 90 who were teaching the refugees, will be reduced to about eight plus several supervisors and clerical personnel to gather material and write reports required by the federal government.

Fehr said that the program opened Sept. 4 after a week of testing and at the peak in mid-September, 1,344 were attending classes. As of Saturday, enrollment was down to 700 and from 500 to 600 were still in class today.

However, the camp is being rapidly emptied, and Fehr said that it is his understanding that all will be gone by next week.

At the outset, the CSIU, received a $300,000 grant for the program but money was received only after it was spent. Fehr's staff is currently calculating costs and will report to federal authorities so that the full appropriation will not be expended.

Although the end came faster than anticipated, Fehr said there are signs that the program was successful. He said an independent group had recently made a survey and determined that gains were evident.

While the basic education plan is coming to a halt earlier than was anticipated, Mario Alvarez, a 23-year-old Cuban house painter said, he didn't expect to be at Fort Indiantown Gap this long.

Alvarez was preparing for his flight to still another refugee camp to await sponsorship and said, "I've read all that's been written in the newspapers and I understand that it's going to take a while." He is one of 620 who were flown to the newly consolidated resettlement camp at Fort Chaffee yesterday.

Three more planeloads of refugees from Fort Indiantown Gap were scheduled to leave today, and a total of about 2,000,000 from the camp will be shipped out within the next week, officials said.

Some of the refugees traveling to Arkansas may have trouble finding sponsors because they are being called "the hard core," but they actually are "the best of the lot," said Harry Johnson, head of the State Department's Cuban-Haitian Task Force at the Gap.

"The only problem these people have is that they don't have a friend or a relative on the outside," he said.

"Anybody that could live in a goldfish bowl for four months is bound to reveal his true character. These are very good people. They've illustrated they have patience and understanding."

Most of the Cubans remaining at Fort Indiantown Gap are young men, semi-skilled or unskilled laborers who came to the United States alone. The Gap will be emptied by Oct. 18, officials said.

The move from one camp to another did not disturb Felipe Aguila, a 21-year-old ranch hand who came to the United States with his brother, a construction worker.

"Even though I am in a camp I feel like I am in the land of liberty. The living here is so much better. Nothing bad happened to me in Cuba, but I don't like Communism. I like to be free," said Aguila, looking thoroughly American in track shoes, ski jacket and baseball cap.

Carl White, a spokesman for the U.S. State Department, said some refugees were reluctant to leave because "they know they are going from a population of 2,000 to a population of 10,000.

"They feel they might get lost in the shuffle as far as sponsors," White said

Milton Standard, Oct. 7, 1980

APPENDIX M

BEST COPY

Refugee education program successful

INDIANTOWN GAP — As Cuban refugees leave Fort Indiantown Gap for resettlement elsewhere, the Central Susquehanna Intermediate Unit is winding down its federally-funded education program, designed to provide essential instruction for the refugees in the English language and American culture.

Donald Carroll, project director, said the program was "amazingly successful." Carroll's assessment was shared by members of the Central Susquehanna Intermediate Unit (CSIU) Board of Directors, who visited the fort last week for a first-hand look of the program in operation.

Participation in the program surpassed the CSIU staff's original expectations. The unit hopes to serve one-third of the 2,600 adult refugees. In reality, 1,200 refugees, almost 50 percent, attended class regularly.

Carroll reported that 67 percent of those attending the classes had virtually no understanding of English when the program began. At least 80 percent advanced to the second or third achievement levels during testing last week, demonstrating at least a moderate understanding of the English language. "This improvement, accomplished in little more than a month, indicates our teachers have done a remarkable job and that these people really wanted to learn," Carroll noted.

Members of the CSIU board were impressed with the teachers' account of the refugees' enthusiasm and genuine interest in the class. In addition, teachers pointed out that although there were publicized incidents of assaults at Fort Indiantown Gap, CSIU teachers were, without exception, treated with respect by the refugees.

A total of 1,200 Cubans were formally enrolled in the classes, and attendance averaged about 800 daily. Carroll said two classes were held daily, Monday through Saturday, at 32 sites in the barracks area.

Teachers emphasized speaking and listening, using questions, greetings and farewells, numbers and identification of objects. Textbooks were given at the request of students who were interested in learning more about grammar and sentence structure. Teachers also discussed basics of American culture, such as geography, government, transportation and American life and customs.

All 31 teachers employed in the program had public school teaching certificates or college teaching experience. Some were certified Spanish teachers, but most were not proficient in Spanish. But, according to Carroll, they had no problems communicating. In fact, administrators preferred hiring "native speakers" to teach basic conversational English in the crash course.

Plans call for the classes to be continued by another local or stage agency at Fort Chaffee, Arkansas, for the refugees who are being transferred there.

Members of the CSIU board of directors were in attendance at the program's formal graduation ceremony for refugees who attended the course. CSIU board members who observed the program are Reynold L. Wolfe, Line Mountain school director, board president; president; Wanda F. Reid, Southern Columbia, vice-president; Paul L. Eveland, Shamokin Area board member; David A. Dietrich and C. Herbert Zeager. Also in attendance was Patrick F. Toole, executive director of the CSIU.

CSIU board members were informed during their visit that prior to the course, most refugees were illiterate not even possessing a written knowledge of Spanish. Ninety percent of the refugees were males 18 years of age and older.

Program teachers told the board members that the refugees are sincerely interested in learning English well enough to obtain jobs and become productive members of society. Above all, the refugees don't want to return to Cuba.

"A lot of my students came to both sessions of class every day, when we only asked them to come to either a morning or afternoon class," said Jim Star, of Shamokin, one of the teachers in the program. "Learn English, get a sponsor, get a job, that's all they think about."

News-Item: October 11, 1980

BEST COPY

28—The Patriot, Harrisburg, Pa., Wednesday, Oct. 15, 1980

Editorial

Refugees Eager to Learn English

EDITOR:

HAVING just completed five weeks of teaching English to the Cuban refugees at Fort Indiantown Gap, I must say hurrah for the Cubans. Our adult classes were comprised of men who were members of a voluntary work force who worked around the fort and in neighboring communities. They returned from their work day, ate dinner at their mess hall and came to our English classes for three hours, Monday through Saturday. They were interested in every aspect of the United States, cooperative in class and most outstanding, eager to learn English.

All of the teachers involved in the adult education classes leave the Gap enriched from having known these warm and emotive people. We sincerely hope that American society will give them an oppotunity for a new life.

—Sharon L. Morris
Camp Hill

BEST COPY

Intelligencer Journal

EDITORIALS

8 — Lancaster, Pa., Wednesday, October 1, 1980

Readers' Forum

Cuban Refugees Deserve Chance

To the Editor:

For the past month we have been working at Indiantown Gap teaching English to the Cubans.

We are writing this letter on behalf of our students. Our classes are filled with men of intelligence and ambition. Their eagerness to learn, under difficult conditions, would make anything less than our best efforts seem shameful.

Their continued optimism for the future, their belief in the "freedom" and "opportunity" to be found here in America is extraordinary in the face of the hostility they have met.

These men have been unfairly stereotyped because of the behavior of the kind of troublemaker all too common in any society. They deserve a chance. It is hard to see how any individual or organization could regret sponsoring them.

Susan A. Hurlburt
Constance M. Pearson
Lancaster

BEST COPY

ADULT SCHOOL for Cuban Refugees

Project Evaluation Report

ABSTRACT

The Adult School for Cuban Refugees supplied services to approximately 1,200 Cuban refugee students in the six weeks of its operation at Fort Indiantown Gap, Pennsylvania. The program offered basic oral English classes to adults ranging in age from 18 to 81 years. The classes were established within the confines of the military installation at Fort Indiantown Gap. Army barracks constructed during World War II were used for classrooms.

The students entered classes with a wide range of English proficiency. Some students spoke no English while a small number had an advanced understanding of English. Only one area had co-educational classes. The female students never comprised more than five percent of the total student population. Females were quickly sponsored out through the volunteer agencies early in the program, leaving the student population predominantly male.

The goals for this short term educational project consisted of teaching oral English and providing for the acculturation of the Cuban students to the American way of life.

The goal of teaching oral English has been met. Students advanced rapidly in their ability to speak and understand English. Pre-post testing revealed a large gain in student English proficiency.

The goal of teaching basic life skills for the acculturation to the American society has been met. With the limitations placed upon the teachers and aides from the controlled environment, a basic understanding of the American way of life has developed. The students learned rapidly about American society and were eager to explore for themselves beyond the confines of Fort Indiantown Gap.

BEST COPY

Evaluation of teaching effort to teach oral English and the American Culture to Cuban refugees at Fort Indiantown Gap, Pa.

Sept. 25, 1980

I. Process employed:

Class visits were made to observe the learning environment and the teachers and their aides at work.

II. Teacher Behavior:

Teacher attributes to achieve the goal of teaching oral English and the American Culture were observed.

This writer identifies the teacher attributes necessary to this situation as follows.

1. Teachers must establish an environment conducive to learning.

2. The teacher is a change agent by directing a change in learning behavior to help the student save time and costly error by efficiently learning the right material.

3. Skills in teaching adults are very different from skills used in teaching younger persons.

4. In addition to knowing the subject matter and understanding methods of teaching that subject matter, the teacher must be creative and able to improvise.

5. The learning experience for an adult new to our culture must be relevant to his needs to survive in our culture, therefore the teacher must relate learned behavior to a practical application.

III. Findings:

1. Learning environment:

Teachers converted a bleak and negative learning environment into a positive environment by use of charts, color photos, and other teaching aids. The liberal use of color managed to overcome the starkness of barracks walls.

2. Change of learning behavior:

Teachers directed learning of language to help students understand what they must know to get along in the American Culture.

BEST COPY

Also, the teachers constantly taught the necessary manners for social acceptance into a new and different culture. Every opportunity was used to change norms i.e. promptness on the job.

3. Adult education:

Teachers showed appreciation for the maturity of the students and successfully teach at an adult level. Success can be measured by the fact that class attendance is volitional and the students choose to be there.

4. Teacher ability to improvise:

The teachers greatest demonstrated talent was the ability to improvise. They converted limited physical facilities into a learning laboratory by using commercial objects i.e. McDonalds' products, adult games i.e. bingo, relating learning experiences to daily occurances i.e. day of the week and calendar date, and employing factors that compete with learning to teach language i.e. the room is hot or the room is cold.

5. Practical application of learned behavior:

Teachers always related a learned experience to a practical need i.e. the puppet show demonstrated how important language is to buying, ordering, paying, pursuit of pleasure, getting a job, and understanding personal finances.

IV. Summary:

The teachers and supervisors along with the aides must be congratulated for a job extremely well done and for making a contribution that is of inestimable worth to human beings who are frustrated, lonely, friendless, frightened of the future and who feel beleagured by a different culture, economy and life style. They have truly extended a helping hand to our human brothers and sisters.

The teachers are able, knowledgeable, personable, energetic, talented, creative and dedicated.

The biggest danger is that the teachers make such a vigorous effort that there is a danger of overwhelming fatigue. They must guard against any let down in their effort since the work is very important and too much has been invested in it to let down now!

The teachers are achieving the established goals. There is every reason to expect complete success.

Warren E. Ringler

Warren E. Ringler
Teacher Consultant

BEST COPY